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ABSTRACT

Fourteen units of increasing difficulty and abstraction for grade levels one through six examine the responsibility to law, rights and privileges of law, reasons for laws, and justice. Each unit presents the objective, suggested activities, and topics for discussion. Grade 1 focusses on responsibility, sharing, taking turns, respect for private and public property, home rules, cheating, and punishment. Grade 2 discusses rights of children in a family, authority figures, privileges, and individual rights such as speaking when you want, wearing what you want, or playing with merchandise in a store. In addition to previous topics, Grade 3 examines parents' responsibility toward children, community service, when and if you can say "no" to your parents, vandalism, and shoplifting. Discussion topics in grades 4, 5, and 6 include self-defense, self-respect, character assassination, responsibility to environment, conflicting responsibilities, a "Child's Bill of Rights," and protest. The final section on justice for grades 4, 5, and 6 covers federal and state government, and state and local police. Activities at all grade levels include inviting resource persons; role playing; taking field trips; writing a bill of rights; and listing rules, obligations, and laws. Descriptions of kit components for appropriate grade levels, a list of resource materials, and a glossary are provided. (KC)

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You — Me — And The Three R's of Law

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ELEMENTARY LAW CURRICULUM

Rochester School Department, Rochester, N.H.

1976

SP 011 946

This curriculum was developed by the following Rochester elementary classroom teachers who served on the Teacher Law Curriculum Committee.

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This curriculum is dedicated to the children of Rochester with the expectation that they will mature with the knowledge that laws are a form of freedom. Not freedom from law; but freedom with law.

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YOU, ME AND THE 3 R'S OF LAW

Structured Overview

Grades 1-6

I. Responsibility to Law
   1. You and Me
   2. You and Your Home
   3. You and Your School
   4. You and Your Community
   5. You and Your State
   6. You and Your Country

II. Rights and Privileges of Law
   1. Private
   2. Public

III. Reasons For Laws
   1. Respect
   2. Right and Wrong
   3. Obligation
   4. Freedom

IV. Justice

YOU, ME AND THE 3 R'S OF LAW
Grade Level Application

Grade I — Awareness

Grade II — Exploration

Grade III — Investigation

Grade IV — Manipulation

Grade V — Competency

Grade VI — Abstraction

ANTICIPATED OUTCOME

Consideration for fellow students

Respect for authority

Obey rules

Discipline self

Improve self

Acquire skills for mental discipline by projecting

the consequences of a single act to the

second and third consequences of that act

Improve self-image

It is important to realize that concepts are developed, they cannot be taught; that we are interdependent with one another and with our environment; that the universe is in constant change; and that opinions are formed on the basis of facts. One can learn facts without thinking; but one cannot think without facts.

RESPONSIBILITY

Grade One

The judgment of the teachers will determine the selection of activities and topics for discussion as they relate to the class needs and stages of development.

Teachers are not to feel restricted in the selection of activities or topics for discussion. Teachers are encouraged to exercise flexibility in all areas to expand and improvise at their discretion in keeping with the objectives.

RESPONSIBILITY
YOU AND ME
Grade One

YOU AND ME

Objective

By teacher observation, the student will display courteous treatment of peers and others during all phases of the school setting.

Suggested Activities

1. Role play situations where groups are singled out for their differences.
2. Role play situations where disruption interferes with learning.
3. List reasons why we need each other.

Topics for Discussion

1. How are rest, cleanliness and good nutrition each one's responsibility?
2. How are good manners each one's responsibility?
3. Safety—each one's responsibility?
4. Doing one's best—each one's responsibility?
5. Taking care of one's own possessions.
6. Sharing.
7. Taking turns.
8. Name calling and tattling.
9. Living up to agreement.
10. Helping others.
11. Being honest—white lies.
12. Being responsible for your own actions.

RESPONSIBILITY
YOU AND YOUR HOME
Grade One

YOU AND YOUR HOME

Objective

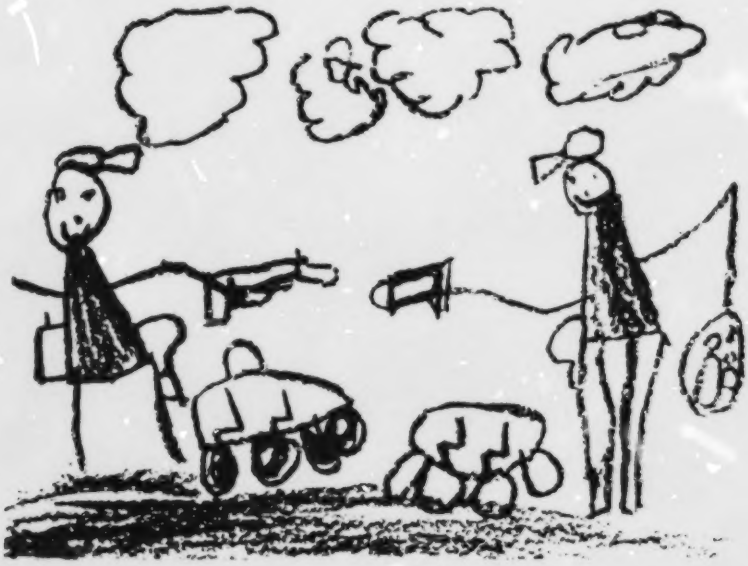
By student interaction, the student will be exposed to a variety of home situations.

Suggested Activities

1. Cut, paste and discuss authority figures and show level of authority (ex: child, babysitter, parent).
2. Role play home chores.
3. Identify authority figures in the home.
4. Have children identify home symbols of authority.
5. Have children list what home authority means to them.
6. List responsibilities of various family members and discuss ways of sharing the load.
7. Do interviews in which child plays the role of a parent.

Topics For Discussion:

1. Following directions.
2. Discuss the student's repsonsibility towards an authority figure in the home.
3. Respect for private property in the home.
4. What are the responsibilities of an older brother/sister?
5. Rights of children in a family unit.



RESPONSIBILITY
YOU AND YOUR SCHOOL
Grade One

YOU AND YOUR SCHOOL

Objective

By teacher observation, the student will demonstrate a healthy respect for all school rules.

Suggested Activities

1. Role play situations where classroom rules are not obeyed.
2. Draw situations which require someone in charge (ex: lunch room).
3. Assign classroom responsibilities—change often and discuss experiences.
4. Put children in charge of classroom activities.
5. Have students set up simple classroom rules with appropriate penalties for infractions (these to be determined by the class).
6. Develop an album of sketches and/or photos showing most frequently broken school rules.
7. Role play conseuqences of situations where school rules are not obeyed.

Topics for Discussion

1. Children should be responsible for their own actions on the playground. Children should be confronted when they have broken a rule and asked, "Did you break a rule?" "Which rule did you break?" If the child realizes what he has done then nothing further should happen. Recognition of a wrong doing is enough unless it is a serious incident.
2. Sharing.
3. Taking turns.
4. Living up to agreement.

RESPONSIBILITY
YOU AND YOUR COMMUNITY
Grade One

YOU AND YOUR COMMUNITY

Objective

Since schools are an intricate part of a community and are public property, by teacher observation students will display respect for these institutions.

Suggested Activities

1. Make picture cycle chart of people with specific jobs (have children identify such responsibilities).
2. Show symbols (such as stop sign) and discuss how these represent authority.
3. Present authority figure pictures and have pupils decide to whom he would go, given a particular situation (doctor, policeman, mailman, fireman).
4. Show pictures of people with authority and have children identify what they have in common.
5. Plan field trips to fire department, other schools, library, police station, etc.

Topics For Discussion

1. Respect for public property.
2. Following directions in the community (stop signs, etc.).
3. Discuss the student's responsibilities towards an authority figure in the community.

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RIGHTS AND PRIVILEGES
YOU AND ME
Grade One

YOU AND ME

Objective

By teacher observation, the student will demonstrate an awareness of the rights of his peers in relation to his own rights.

Suggested Activities

1. Make a list of the things you own in home and in school which nobody can take away from you.
2. Make a list of your private rights.
3. Demonstrate ways of protecting your rights and show pictures of people protecting your rights.

Topics For Discussion

1. Cutting through other people's yards.
2. What does the word "private" mean?
3. What does the word "public" mean?
4. Why do we have some rights and not others. (Example: self-inflicting danger.)

RIGHTS AND PRIVILEGES
YOU AND YOUR HOME
Grade One

YOU AND YOUR HOME

Objective

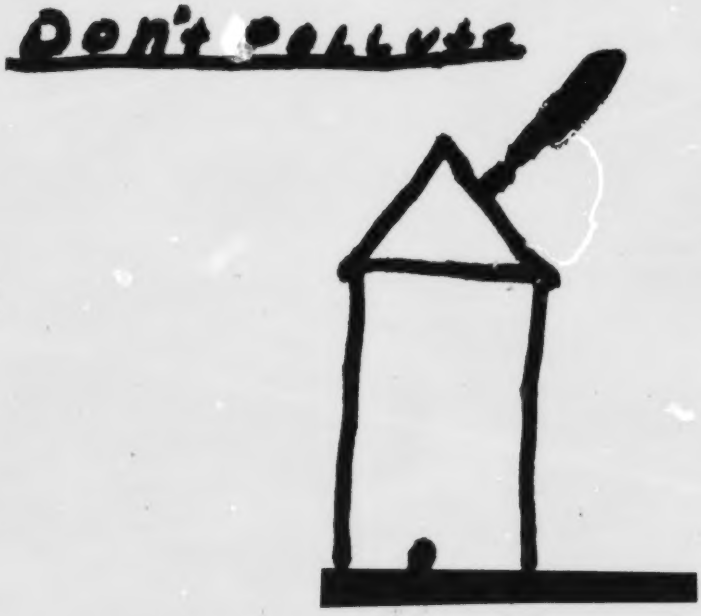
By student interaction, the student will be aware that the majority of homes have rules but these rules may differ.

Suggested Activities

1. Make a list of home rules.
2. Make a list of the things that you and your parents share.
3. Make a list of the items you share in your home.
4. Demonstrate how to properly care for the American Flag.

Topics For Discussion

1. When can you say "NO" to a member of your family?
2. Make a list of your private "rights" at home.
3. Discuss reasons for boundaries.
4. Why do we have some rights and not others (example: staying up late, watching television)?



RIGHTS AND PRIVILEGES
YOU AND YOUR SCHOOL
Grade One

YOU AND YOUR SCHOOL

Objective

By teacher observation, the student will display appropriate behavior within the parameters of school rules.

Suggested Activities

1. Make a list of school rules.
2. Make a list of the school supplies provided students and who pays for these.
3. Make a list of the items you share in your school.
4. Demonstrate how to properly care for the American Flag.
5. Make a list of bus rules.
6. Make a list of cafeteria rules.

Topics For Discussion

1. Explain and discuss reasons why the school is responsible for the student from the time he leaves home to go to school until he returns home from school.
2. Why should you raise your hand in a class discussion?
3. When should you interrupt?
4. Should you fight back if somebody bothers you?

RIGHTS AND PRIVILEGES
YOU AND YOUR COMMUNITY
Grade One

YOU AND YOUR COMMUNITY

Objective

By student interaction, students will demonstrate behavior that reflects an awareness of his rights and privileges within the community.

Suggested Activities

1. List the rights of a pedestrian.
2. List the rights of a bicyclist.
3. Make a list of the privileges the community provides.
4. Make a list of how the community protects you.

Topics For Discussion

1. Can you bother people in a restaurant (crying, shouting, screaming)?
2. Discuss how dress code evolved.
3. Do I have the right to read comic books in a store without buying them?
4. Do I have the right to play with merchandise in a store?
5. Discuss defacing property.

REASONS FOR LAWS
YOU AND ME
Grade One

YOU AND ME

Objective

By teacher observation, the student's behavior will reflect his awareness of the reason for laws.

Suggested Activities

1. List the personal qualities policemen, lawyers and judges should have.
2. List or role play ways of showing respect.
3. List or role play ways you lose respect.
4. List some laws that protect you (stop signs, speed limits, bicycle laws, danger signs, keep out signs).
5. Make a safety bulletin board.

Topics For Discussion

1. What does "respect" mean to you?
2. Why do we have laws?
3. Who makes laws?
4. Discuss some laws you think should be changed.
5. Are you obligated to finish what you start (Zip, Pop, Go—Finishing Game)?
6. Are you obligated to do everything your friends ask you to do?

REASONS FOR LAWS
YOU AND YOUR HOME
Grade One

YOU AND YOUR HOME

Objective

By student interaction, the student will display a healthy understanding for the reason for home rules.

Suggested Activities

1. List ways you think home rules protect you.
2. List things you can do at home which you cannot do at school.
3. List reasons for paying taxes on your property.

Topics For Discussion

1. Discuss reasons for home rules.
2. Is taking a few pennies from your mother's purse stealing?
3. Should you always listen to older brothers and sisters?
4. Discuss posting in your home rules for babysitters.
5. Discuss what happens when you break a home rule—share.

REASONS FOR LAWS
YOU AND YOUR SCHOOL
Grade One

YOU AND YOUR SCHOOL

Objective

By teacher observation, students will display behavior which reflects compliance with school laws.

Suggested Activities

1. List reasons for school rules.
2. List how school rules help you.
3. List reasons why you should participate in school activities.
4. Are you responsible to report something you see which is wrong? Role play the situation. Example: a child seen taking something out of the teacher's desk.
5. Role play a child encouraging his friend to do something he isn't allowed to do but your parents allow you to do. Role play the consequences.
6. Role play a student correcting a child doing something he shouldn't be doing.

Topics For Discussion

1. Should you be punished for fighting if somebody else started it?
2. Is cheating the same as stealing?
3. Is it fair to disrupt the class?
4. Is keeping a school book stealing?

REASONS FOR LAWS
YOU AND YOUR COMMUNITY
Grade One

YOU AND YOUR COMMUNITY

Objective

By student interaction, students will display knowledge of community laws and reasons for these laws.

Suggested Activities

1. Given a certain situation, demonstrate what might happen if no laws existed.
2. List community laws which protect you.
3. List community figures who protect you.
4. List ways you can better your community.

Topics For Discussion

1. Is taking a pencil from Woolworths the same as robbing a bank?
2. Is the policeman your friend?
3. Is stealing a little the same as stealing a lot?
4. Discuss why you should be a responsible community person.

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RESPONSIBILITY

Grade Two

The judgment of the teachers will determine the selection of activities and topics for discussion as they relate to the class needs and stages of development.

Teachers are not to feel restricted in the selection of activities or topics for discussion. Teachers are encouraged to exercise flexibility in all areas and to expand and improvise at their discretion in keeping with the objectives.

RESPONSIBILITY
YOU AND ME
Grade Two

YOU AND ME

Objective

By teacher observation, the student will display courteous treatment of peers and others during all phases of the school setting.

Suggested Activities

1. List ways that you are responsible to your peers.
2. List ways that you are more responsible this year than last year.
3. Make a list of things for which you are responsible.
4. List reasons why we need each other.

Topics For Discussion

1. How are rest, cleanliness and good nutrition each one's responsibility?
2. How are good manners each one's responsibility?
3. Safety—each one's responsibility?
4. Doing one's best—each one's responsibility?
5. Taking care of one's own possessions.
6. Sharing.
7. Taking turns.
8. Name calling and tattling.
9. Living up to agreement.
10. Helping others.
11. Being honest—white lies.
12. Being responsible for your own actions.

RESPONSIBILITY
YOU AND YOUR HOME
Grade Two

YOU AND YOUR HOME

Objective

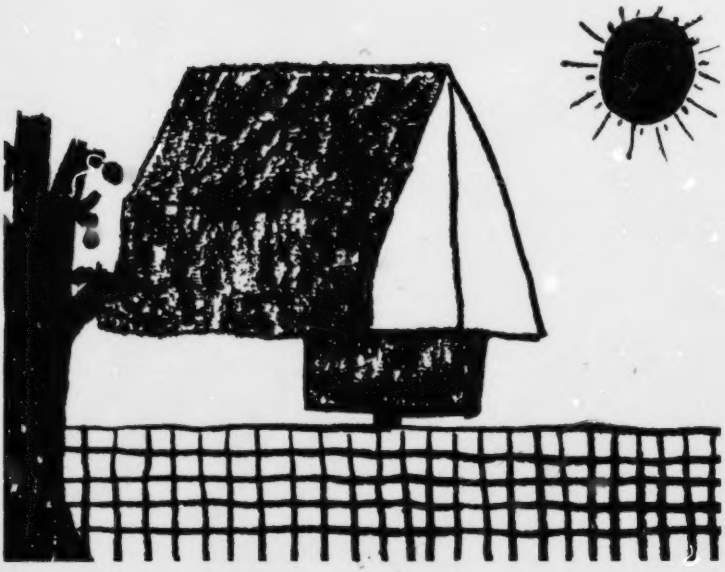
By student interaction, the student will be aware that the majority of homes have rules, but these rules may differ.

Suggested Activities

1. Have children keep home chore charts.
2. Make individual list of home responsibilities and compare.
3. Make carton villages for before and after neatness situations.
4. Have children identify home symbols of authority.
5. Identify authority figures in the home.

Topics For Discussion

1. Following directions.
2. Discuss the student's responsibility towards an authority figure in the home.
3. Respect for private property in the home.
4. What are the responsibilites of an older brother/sister?
5. Rights of children in a family unit.



RESPONSIBILITY
YOU AND YOUR SCHOOL
Grade Two

YOU AND YOUR SCHOOL

Objective

By teacher observation, the student will demonstrate a healthy respect for all school rules.

Suggested Activities

1. Develop classroom responsibility and have the children assume jobs.
2. Make a list of school rules.
3. Role play fairy tales which have a responsibility connotation.
4. Role play situation where classroom rules are not obeyed.
5. Invite the principal in to discuss school rules.

Topics For Discussion

1. Have a class discussion on infraction of rules and ways to avoid recurrence (emphasize—we all make mistakes, a shared responsibility.).
2. Discuss the student's responsibility towards an authority figure in school.
3. Following directions at school.

RESPONSIBILITY
YOU AND YOUR COMMUNITY
Grade Two

YOU AND YOUR COMMUNITY

Objective

Since schools are an intricate part of a community and are public property, by teacher observation, students will display respect for these institutions.

Suggested Activities

1. Invite authority figures such as policemen, firemen, playground directors.
2. Have children identify community symbols of authority.
3. Present authority figure pictures and have pupils decide to whom he would go, given a particular situation (doctor, policeman, fireman, mailman).
4. Show pictures of people with authority and have children identify what they have in common.
5. Show symbols (such as a stop sign) and discuss how these represent authority.
6. Make a list of responsible behavior toward your community.

Topics For Discussion

1. Discuss ways in which you are responsible to your community.
2. Discuss reasons why you should be a responsible member of the community.
3. Discuss ways you could save the community money (not to waste paper, not to litter, etc.).

RIGHTS AND PRIVILEGES
YOU AND ME
Grade Two

YOU AND ME

Objective

By teacher observation, the student will demonstrate an awareness of and exploration of the rights of his peers in relation to his own rights.

Suggested Activities

1. Make a list of your rights and the rights of others (compare).
2. Make a list of ways of protecting your rights.
3. Make a list of the privileges you have now which you didn't have last year.
4. Make a list of things you should not do on public property (litter, pick flowers, walk on posted grass).

Topics For Discussion

1. Discuss respect for private property of classmates.
2. Should you defend somebody else's rights?
3. Expand on meaning of "Private" and "Public".
4. Do you have the right to do as you wish?
5. Should you always say what you think?
6. Should you report an incident where you see a student being "picked on"?

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RIGHTS AND PRIVILEGES
YOU AND YOUR HOME
Grade Two

YOU AND YOUR HOME

Objective

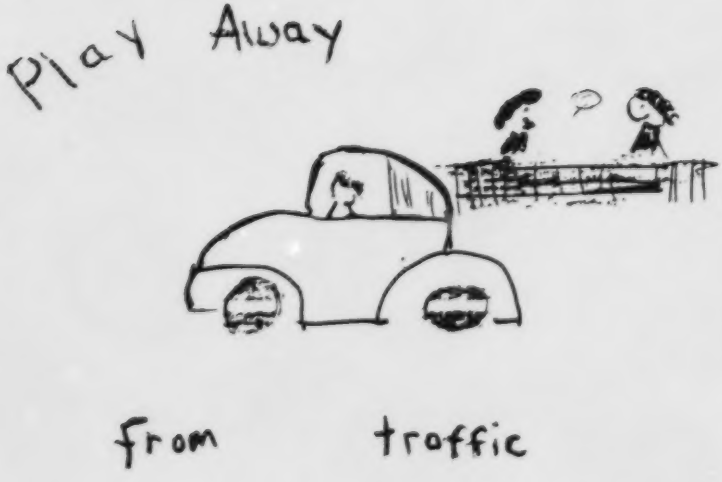
By student interaction, the student will explore and be aware that the majority of homes have rules but these rules may differ.

Suggested Activities

1. Make a list of home rules, and compare.
2. Role play home authority figures.
3. Make a list of the things you and your parents own.
4. Make a list of things you own which nobody can take away from you.

Topics For Discussion

1. Do you have more privileges this year than you had last year?
2. Are you expected to earn your spending money?
3. Discuss ways of protecting what you own
4. Do you have a right to dress as you want? (go bare foot in the snow?)



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RIGHTS AND PRIVILEGES
YOU AND YOUR SCHOOL
Grade Two

YOU AND YOUR SCHOOL

Objective

By teacher observation, students will display appropriate behavior within the parameters of school rules.

Suggested Activities

1. Make a list of your school rules.
2. Make a list of the school supplies provided students.
3. Make a list of the items you share in your school.
4. Demonstrate how to properly care for the American Flag.
5. Make a list of important holidays which are part of our tradition (example: Washington's Birthday, Lincoln's Birthday).
6. Make a list of bus rules.
7. Make a list of cafeteria rules (stress privileges to eat hot lunches).

Topics For Discussion

1. Discuss who pays for your school supplies.
2. Explain and discuss reasons why the school is responsible for the student from the time he leaves home to go to school until he returns home from school.
3. Discuss caring for school property (supplies).
4. Discuss privileges you don't have, you feel you should have (lav. privileges).

RIGHTS AND PRIVILEGES
YOU AND YOUR COMMUNITY
Grade Two

YOU AND YOUR COMMUNITY

Objective

By student interaction, students will demonstrate behavior that reflects an awareness of his rights and privileges establishing a basis for exploration.

Suggested Activities

1. List the rights of a pedestrian.
2. List the rights of a bicyclist.
3. Make a list of the privileges the community provides.
4. Make a list of how the community protects you.
5. Make a list of community property.
6. Make your list of good behavior on community property.

Topics For Discussion

1. Can you bother people in a restaurant (crying, shouting, screaming)?
2. Discuss respect for private property of residents in a community.
3. Discuss care and protection of animals (ex: restrictions, leash law, etc.).
4. Do you have a right to play with merchandise in a store?
5. Discuss defacing property.

REASONS FOR LAWS
YOU AND ME
Grade Two

YOU AND ME

Objective

By teacher observation, the student's behavior will reflect his awareness of the reason and respect for laws.

Suggested Activities

1. List the personal duties policemen, lawyers, and judges should have.
2. List or role play ways of showing respect.
3. List or role play ways you lose respect.
4. List some laws that protect you (stop signs, speed limits, bicycle laws, danger signs, keep out signs).
5. Are you responsible to report something you see which is wrong? Role play the situation. (Example: a child seen taking something out of the teacher's desk.)
6. Make a list of reasons for laws.

Topics For Discussion

1. What does respect mean to you?
2. Who makes laws?
3. Discuss some laws you think should be changed.
4. Discuss what might happen to you if no laws existed.
5. Are you obligated to finish what you start?
6. Are you obligated to do everything your friends ask you to do?

REASONS FOR LAWS
YOU AND YOUR HOME
Grade Two

YOU AND YOUR HOME

Objective

By student interaction, students will display a healthy understanding for the reasons for home rules.

Suggested Activities

1. List ways you think home rules protect you.
2. List things you can do at home which you cannot do at school.
3. List reasons for paying taxes on your property.

Topics For Discussion

1. Discuss reasons for home rules.
2. Should you tell your parents if the babysitter breaks a home rule?
3. Is your older brother or sister your boss.
4. Discuss reasons for posting, in your home, rules for the babysitter.
5. Should parents be held responsible for the actions of their children?

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REASONS FOR LAWS
YOU AND YOUR SCHOOL
Grade Two

YOU AND YOUR SCHOOL

Objective

By teacher observation, students will display behavior which reflects compliance with school laws.

Suggested Activities

1. List reasons for school rules.
2. List how school rules help you.
3. List reasons why you should participate in school activities.
4. Are you responsible to report something you see which is wrong? Role play the situation. Example: a child seen taking something out of the teacher's desk.

Topics For Discussion

1. Is it ever O.K. to fight?
2. Is cheating the same as stealing?
3. Is it fair to disrupt the class?
4. Is keeping a school book stealing?

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REASONS FOR LAWS
YOU AND YOUR COMMUNITY
Grade Two

YOU AND YOUR COMMUNITY

Objective

By student interaction, students will display knowledge of community laws and reasons for these laws.

Suggested Activities

1. Given a certain situation, demonstrate what might happen if no laws existed.
2. List your obligations to your community.
3. List community laws which protect you.
4. Identify silent symbols for law (stop signs, etc.).
5. Make a bulletin board showing consequences when laws are broken (accident, littering).

Topics For Discussion

1. Is taking a pencil from Woolworths the same as robbing a bank?
2. Is the policeman your friend?
3. Discuss reasons for community laws.
4. Discuss why you should be a responsible community person.

RESPONSIBILITY

Grade Three

The judgment of the teachers will determine the selection of activities and topics for discussion as they relate to the class needs and stages of development.

Teachers are not to feel restricted in the selection of activities or topics for discussion. Teachers are encouraged to exercise flexibility in all areas and to expand and improvise at their discretion in keeping with the objectives.

RESPONSIBILITY
YOU AND ME
Grade Three

YOU AND ME

Objective

By teacher observation, the student will display courteous treatment of peers and others during all phases of the school setting (with the student sharing the responsibility for his behavior).

Suggested Activities

1. Cut, paste, and discuss people in responsible positions and show level of responsibility (ex: child, babysitter, parent).
2. Role play situations where classroom rules are not obeyed.
3. Make a list of things you can be trusted to do without being told.
4. Role play situations in which authority is missing. Have children identify the missing ingredient.
5. List reasons why we need each other.
6. Play games such as "Simon Says"; games which need leaders; are leaders authority figures?
7. Make a list of responsibilities you have toward your peers.
8. List acceptable/unacceptable school behavior.

Topics For Discussion

1. How are rest, cleanliness and good nutrition each one's responsibility?
2. How are good manners each one's responsibility?
3. Safety—each one's responsibility?
4. Doing one's best—each one's responsibility?
5. Taking care of one's own possessions.
6. Sharing.
7. Taking turns.
8. Name calling and tattling.
9. Living up to agreement.
10. Helping others.
11. Being honest—white lies.
12. Being responsible for your own actions.
13. Is it your fault if somebody gets hurt tripping over your things?
14. Do you like responsibility?
15. Discuss willingness to pay for wrong doing.

RESPONSIBILITY
YOU AND YOUR HOME
Grade Three

YOU AND YOUR HOME

Objective

By student interaction, the student will be aware that the majority of homes have rules, but these rules may differ and students will investigate these differences.

Suggested Activities

1. Role play home chores.
2. Identify authority figures in the home.
3. Interview parents.
4. Have children identify home symbols of authority.
5. Have children list what home authority means to them.
6. Role play authority figures in the home.
7. Make a list of things you can be trusted to do without being told to do.
8. Make a list of ways you are responsible to your family.

Topics For Discussion

1. Following directions.
2. Discuss the student's responsibility towards an authority figure in the home.
3. Respect for private property in the home.
4. What are the responsibilities of an older brother/sister?
5. Rights of children in a family unit.
6. Do parents own children?
7. Discuss the parent's responsibility towards children.

RESPONSIBILITY
YOU AND YOUR SCHOOL
Grade Three

YOU AND YOUR SCHOOL

Objective

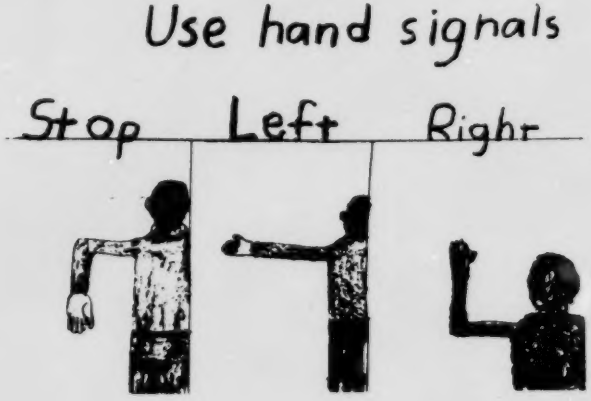
By teacher observation, the student will demonstrate a healthy respect for all school rules and investigate the reasons for these rules.

Suggested Activities

1. Make a list of school rules.
2. Invite the principal to talk about school rules (questions and answers).
3. Role play consequences of situations where school rules are not obeyed.
4. Have children identify school symbols of authority.
5. Identify authority figures in school.
6. Make a list of what makes a person responsible.
7. Investigate reasons why some rules are broken more frequently than others.

Topics For Discussion

1. Discuss the student's responsibility toward an authority figure in school.
2. Discuss the school authority figure's responsibility toward the student.
3. Discuss following directions at school.
4. Discuss your responsibility to always "be prepared" (having pencils, paper, etc.).
5. Should you be forced to go to school?



RESPONSIBILITY
YOU AND YOUR COMMUNITY
Grade Three

YOU AND YOUR COMMUNITY

Objective

Since schools are an intricate part of a community and are public property, by teacher observation students will display respect for these institutions and assume a personal responsibility.

Suggested Activities

1. Invite authority figures such as: policemen, firemen, playground directors.
2. Have children identify community symbols of authority.
3. Present authority figure pictures and have pupils decide to whom he would go, given a particular situation (doctor, policeman, fireman, mailman).
4. Show pictures of people with authority and have children identify what they have in common.
5. Show symbols (such as stop sign) and discuss how these represent authority.
6. Make a list of responsible behavior toward your community.
7. Make a list of things you could do to better your community.
8. Plan varied and frequent community field trips to acquaint students with all community services and functions.

Topics For Discussion

1. Discuss ways in which you are responsible to your community.
2. Discuss reasons why you should be a responsible member of the community.
3. Discuss ways you could save the community money (not to waste paper, not to litter, etc.).
4. Discuss how the community is responsible for you (schooling, sanitation, etc.).
5. Is one community service more important than another?

RIGHTS AND PRIVILEGES
YOU AND ME
Grade Three

YOU AND ME

Objective

By teacher observation, the student will demonstrate his ability to investigate the rights and privileges of his peers in relation to his own rights and privileges.

Suggested Activities

1. Make a list of your rights.
2. Make a list of your privileges.
3. List ways your rights are protected.
4. Make a class Bill of Rights (see Child's Bill of Rights—kit).
5. Make a list of privileges you have now which you did not have last year.

Topics For Discussion

1. Discuss how rights and privileges differ—do they differ?
2. Discuss ways you are responsible to your peers.
3. Do you have the right to do as you wish (see movies, TV, etc.).
4. Do you have the right to always say what you think?
5. Do you have the right to quit if you are losing?
6. Should you defend the rights of a fellow student?

RIGHTS AND PRIVILEGES
YOU AND YOUR HOME
Grade Three

YOU AND YOUR HOME

Objective

By student interaction, the student will be aware that the majority of homes have rules; that these rules may differ, and the students will demonstrate an ability to investigate these differences.

Suggested Activities

1. Make a list of home rules—compare—and list reasons for differences.
2. Make a list of things you own; you and your parents own; you and your parents share.
3. List privileges you would like to have which you don't have.
4. List earned privileges.
5. Make a list of fees paid for privileges (ex: car registration, hunting and fishing licenses).

Topics For Discussion

1. Define "a right", define "a privilege".
2. Are you expected to earn your spending money?
3. Can you do anything you want with things you own?
4. Discuss when or if you can say "NO" to your parents.
5. Discuss how your rights and privileges differ from those of your parents.
6. Discuss how parents protect you.

RIGHTS AND PRIVILEGES
YOU AND YOUR SCHOOL
Grade Three

YOU AND YOUR SCHOOL

Objective

By teacher observation, students will display appropriate behavior within the parameter of school rules and will investigate reasons for these rules.

Suggested Activities

1. Make a list of your school rules.
2. Make a list of the school supplies provided students.
3. Make a list of the items you share in your school.
4. Demonstrate how to properly care for the American Flag.
5. Make a list of important holidays which are part of our tradition (ex: Washington's Birthday, Lincoln's Birthday, Armistice Day, Thanksgiving, July 4th, etc.).
6. Make a list of bus rules.
7. Make a list of cafeteria rules (stress privileges to eat hot lunches).
8. Role play a community with no schools.
9. Investigate the yearly cost of educating one student.
10. List earned school privileges.

Topics For Discussion

1. Is going to school a privilege.
2. Discuss who pays for your school supplies.
3. Explain and discuss reasons why the school is responsible for the student from the time he leaves home to go to school until he returns home from school.
4. Discuss caring for school property (supplies).
5. Discuss privileges you don't have, you feel you should have (lav. privileges).
6. Discuss the rights teachers have which you don't have.
7. Discuss how school privileges might differ from home privileges.

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RIGHTS AND PRIVILEGES
YOU AND YOUR COMMUNITY
Grade Three

YOU AND YOUR COMMUNITY

Objective

By student interaction, students will demonstrate behavior that reflects an awareness of his rights and privileges, and the ability to investigate these rights and privileges.

Suggested Activities

1. List public rights as opposed to private rights.
2. List the rights of a bicyclist.
3. Make a list of privileges the community can revoke.
4. Make a list of how the community protects you.
5. Make a list of community property.
6. Make a list of good behavior on community property.
7. Cut and paste symbols of American Freedom.
8. Identify the rights which are protected by law.

Topics For Discussion

1. Discuss respect for private property of residents in a community.
2. Discuss care and protection of animals (ex: restrictions, leash law, etc.).
3. Do you have a right to play with merchandise in a store?
4. Discuss defacing property.
5. Why can't you do what you want on public property?
6. Discuss the reasons for boundaries.
7. Is privacy a right or a privilege?
8. Who pays for "Vandalism", and how?
9. Who pays for "Shoplifting", and how?
10. Discuss the consequences of stealing.

REASONS FOR LAWS
YOU AND ME
Grade Three

YOU AND ME

Objective

By teacher observation, the student's behavior will reflect a respect for law.

Suggested Activities

1. Make a list of reasons for laws.
2. Identify symbols of respect (hand shake, salute, hat tipping).
3. List or role play ways of showing respect.
4. List or role play ways of losing respect.
5. List some laws that protect you (stop signs, speed limits, bicycle laws, danger signs, keep out signs).
6. List ways you determine when a person is right or wrong.
7. Are you responsible to report something you see which is wrong? Role play the situation. Ex: a child seen taking something out of the teacher's desk.
8. Set up a "classroom rule" chart, and plot infractions of rules—discuss the results.

Topics For Discussion

1. What does "respect" mean to you?
2. Discuss what might happen to you if no laws existed.
3. Are you obligated to finish what you start?
4. Are you obligated to do everything your friends ask you to do?
5. Discuss how you feel when you know you've done something wrong.
6. Tell what "obligation" means to you.
7. What are your obligations to yourself?
8. What rules do you find difficult to keep and why?
9. What does "freedom" mean to you?
10. Is taking a few pennies from your mother's purse stealing?
11. How do laws help you (makes you more responsible)?

REASONS FOR LAWS
YOU AND YOUR HOME
Grade Three

YOU AND YOUR HOME

Objective

By student interaction, students will display a healthy understanding for the reasons for home rules.

Suggested Activities

1. List reasons why parents make rules.
2. Compare ways of enforcing home rules.
3. List your obligations to your family.
4. Investigate ways parents can be punished for the acts of their children.
5. List things you can do at home which you cannot do in school.
6. List reasons for paying taxes on your property.

Topics For Discussion

1. Discuss "tattling" when brothers, sisters, or babysitters break home rules.
2. Is your older brother or sister your boss?
3. Should parents be held responsible for the actions of their children?
4. Do you think all the rules in your home are fair?
5. Which rules would you change if you could?
6. Are rules used for protection or punishment?

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REASONS FOR LAWS
YOU AND YOUR SCHOOL
Grade Three

YOU AND YOUR SCHOOL

Objective

By teacher observation, students will display behavior which reflects compliance with school laws and will investigate reasons for these laws.

Suggested Activities

1. List reasons for school rules.
2. List how school rules help you.
3. List reasons why you should participate in school activities.
4. Are you responsible to report something you see which is wrong? Role play the situation. Ex: a child seen taking something out of the teacher's desk.
5. List your obligations to your school.
6. Demonstrate how to properly care for the American Flag.
7. List rules that the teachers have to obey.
8. Role play situation reversing teacher-student roles.

Topics For Discussion

1. Are you obligated to help someone on the playground?
2. Why do we have a pledge of allegiance? (page 12 in *Many Faces Of Freedom*)
3. Which school rules would you keep; change; or eliminate?
4. Tell what "freedom" means to you.
5. Is it fair to disrupt the class?
6. Is it ever O.K. to fight?
7. Is it fair to prevent others from learning?

REASONS FOR LAWS
YOU AND YOUR COMMUNITY
Grade Three

YOU AND YOUR COMMUNITY

Objective

By student interaction, students will display knowledge of community laws and investigate reasons for these laws.

Suggested Activities

1. Given a certain situation, demonstrate what might happen if no laws existed.
2. List your obligations to your community.
3. List community laws which protect you.
4. Identify silent symbols for law (stop signs, etc.).
5. Make a bulletin board showing consequences when laws are broken (accident, littering).
6. List the things you are able to do which makes you a free person.
7. Demonstrate how a community chooses people in authority.

Topics For Discussion

1. Are we free because of our laws?
2. Identify your rights which are protected by law.
3. What are your obligations to your community?
4. Who makes the laws?
5. What does "justice" mean to you?
6. Are laws ever changed?

LAW ENRICHMENT

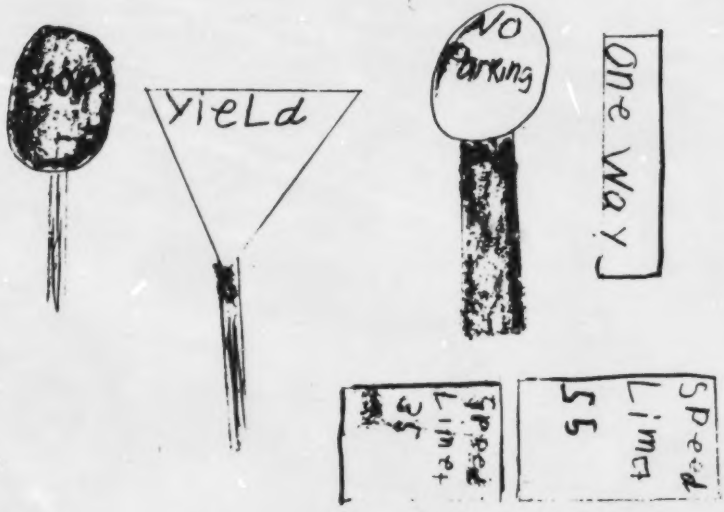
Grades 1-2-3

Suggested Activities

1. Make a list of police modes of transportation (horses, cars, boats, helicopters).
2. Invite police with trained dog to visit the class.
3. Role play a lost child at the Rochester Fair.
4. Demonstrate finger printing.
5. Visit the police station.
6. Make a list of police equipment an officer carries with him.
7. Make a list of equipment found in a police car.
8. Make a bulletin board showing police in action.

Topics For Discussion

1. Why do police wear uniforms?
2. Why do police cars have sirens and why are they used?
3. Why should all children know emergency numbers, such as:
   a. Fire Station
   b. Your family doctor
   c. Where your parents work
   d. Police Station
   e. Your home
4. Why do the police enforce bicycle safety?
5. What does a policeman do when he is off duty?



RESPONSIBILITY

Grades 4-5-6

The judgment of the teachers will determine the selection of activities and topics for discussion as they relate to the class needs and stages of development.

Teachers are not to feel restricted in the selection of activities or topics for discussion.

Recognizing that the student will profit from multiple exposure to the same activity, grades 4, 5, and 6 are grouped into one unit.

Teachers are encouraged to expand and improvise at their discretion, in keeping with the objectives.

RESPONSIBILITY
YOU AND ME
Grades 4-5-6

YOU AND ME

Objective

By teacher observation, the student will display courteous and understanding behavior toward peers and adults during all phases of the school setting and the student will be able to apply reasons for this behavior.

Suggested Activities

1. Demonstrate why disagreements occur between people and groups (role play).
2. Suggest ways disagreements can be settled (role play).
3. Indicate the need for rules and laws as a means for settling disagreements (role play).
4. Invent baseball and make your own rules for the game and justify the rules.
5. "The Island Game".
6. Draw or take pictures of situations where responsibility has been ignored.

Topics For Discussion

1. Being tolerant of other's ideas and other people.
2. Character assassination.
3. Engaging in verbal combat.
4. Self-defense.
5. Self respect.
6. Why can't you quit school until 16?
7. What makes a responsible person?
8. Loyalty.
9. What's the difference between a handshake and a contract? Is your word your bond?
10. Responsibility to one's environment.
11. Responsibility to be informed.
12. Should you put yourself in a situation where you would endanger

the lives of others if rescue was necessary (mountain climbing)?
13. Discuss the sacrifices a person may have to make in a situation of responsibility.
14. Is it O.K. to quit if you are not winning?

RESPONSIBILITY
YOU AND YOUR HOME
Grades 4-5-6

YOU AND YOUR HOME

Objective

By student interaction, the student will be exposed to; be aware of; and be able to apply understandings for the wide range of home situations.

Suggested Activities

1. Demonstrate why disagreements occur between peopl and groups (role play).
2. Suggest ways disagreements can be settled (role play).
3. Indicate the need for rules and laws as a means for settling disagreements (role play).
4. Invent baseball and make your own rules for the game and justify the rules.
5. Conduct interview with authority figures.
6. List parent responsibilities. List child responsibilities, what would happen if there is a breakdown in communication and list sources where help can be obtained.
7. TV programs—
   a. "Inside Out"
   b. "Bread and Butterflies"
8. Reverse roles—
   a. child plays parent b. parent plays child
9. Draw or take pictures of situations where responsibility has been ignored.
10. Make a scrapbook of newspaper items depicting situations where people were not responsible.
11. Make a chart visualizing a dispute and list all possible alternatives in settling the dispute.
12. Construct and set up situations where there are conflicting but legitimate points of view.

Topics For Discussion

1. Why can't you quit school until 16?
2. What makes a responsible person?
3. Loyalty.
4. Dual responsibility—ex: babysitter, parent.
5. Responsibility to one's environment.
6. Responsibility to be informed.

RESPONSIBILITY
YOU AND YOUR SCHOOL
Grade 4-5-6

YOU AND YOUR SCHOOL

Objective

By teacher observation, the students will demonstrate a healthy respect for school rules through understanding for these laws.

Suggested Activities

1. Demonstrate why disagreements occur between people and groups (role play).
2. Suggest ways disagreements can be settled (role play).
3. Indicate the need for rules and laws as a means for settling disagreements (role play).
4. Invent baseball and make your own rules for the game and justify the rules.
5. "The Island Game".
6. Conduct interviews with authority figures.
7. Implications of false alarms and bomb scares.
8. TV programs—
   a. "Inside Out" b. "Bread and Butterflies"
9. Reverse roles—
   a. child plays teacher b. teacher plays child
10. Current events—
    use different media to identify law abuse.
11. Set up a classroom judicial system to solve a classroom problem.
12. Draw or take pictures of situations where responsibility has been ignored.
13. Make a scrapbook of newspaper items depicting situations where people were not responsible.
14. Make a chart visualizing a dispute and list all possible alternatives in settling the dispute.
15. Construct and set up situations where there are conflicting but legitimate points of view.

Topics For Discussion

1. Why can't you quit school until 16?
2. What makes a person responsible?
3. What makes a responsible person?
4. Loyalty.
5. Dual responsibility—ex: babysitter, parent.
6. Responsibility to one's environment.
7. Responsibility to be informed.
8. Discuss reasons for the report card.

RESPONSIBILITY
YOU AND YOUR COMMUNITY
Grade 4-5-6

YOU AND YOUR COMMUNITY

Objective

By teacher observation, the student will display a responsibility for respecting public property through understanding the importance of this shared responsibility.

Suggested Activities

1. Demonstrate why disagreements occur between people and groups (role play).
2. Suggest ways disagreements can be settled (role play).
3. Indicate the need for rules and laws as a means for settling disagreements (role play).
4. Invent baseball and make your own rules for the game and justify the rules.
5. Conduct interviews with authority figures.
6. Field trips to the Courts, etc.
7. Implications of false alarms and bomb scares.
8. List sources where help can be obtained for other kinds of problems (ex: fire, sickness, etc.).
9. Construct and set up situations where there are conflicting but legitimate points of view.

Topics For Discussion

1. Why building, plumbing and sanitation codes?
2. Why can't you quit school until 16?
3. What makes a person responsible?
4. What makes a responsible person?
5. Why do we have to pay taxes?
6. Loyalty.
7. Responsibility to one's environment.
8. Responsibility to be informed.

RESPONSIBILITY
YOU AND YOUR STATE
Grade 4-5-6

YOU AND YOUR STATE

Objective

By student interaction, the student will be able to distinguish how state responsibilities may differ from community responsibilities.

Suggested Activities

1. Demonstrate why disagreements occur between people and groups (role play).
2. Suggest ways disagreements can be settled (role play).
3. Indicate the need for rules and laws as a means for settling disagreements (role play).
4. Field trips to the Courts, etc.
5. Construct and set up situations where there are conflicting but legitimate points of view.

Topics For Discussion

1. Why can't you quit school until 16?
2. What makes a person responsible?
3. What makes a responsible person?
4. Patriotism.
5. Loyalty.
6. Why do we have to pay taxes?
7. Conflicting responsibilities—church-state.
8. Responsibility to one's environment.
9. Responsibility to be informed.

RESPONSIBILITY
YOU AND YOUR COUNTRY
Grades 4-5-6

YOU AND YOUR COUNTRY

Objective

By student interaction, the student will be able to distinguish how country responsibilities may differ from state and community responsibilities.

Suggested Activities

1. Demonstrate why disagreements occur between people and groups (role play).
2. Suggest ways disagreements can be settled (role play).
3. Indicate the need for rules and laws as a means for settling disagreements (role play).
4. Construct and set up situations where there are conflicting but legitimate points of view.

Topics For Discussion

1. What makes a person responsible (in the country)?
2. What makes a responsible person (in the country)?
3. Patriotism.
4. Why do we have to pay taxes?
5. Loyalty.
6. Conflicting responsibilities—church-country.
7. Responsibility to one's environment.
8. Responsibility to be informed.

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RIGHTS AND PRIVILEGES
PRIVATE AND PUBLIC
Grades 4-5-6

PRIVATE AND PUBLIC

Objective

By student interaction, the student will demonstrate behavior that reflects an awareness of all his rights and privileges, and be able to research these rights and privileges.

PRIVATE RIGHTS AND PRIVILEGES

PRIVATE

Suggested Activities

1. Read and paraphrase the "Bill of Rights". What does it mean to you?
2. Draw up a classroom "Bill of Rights".
3. Explore the rights of victims of crime.
4. Explore the rights of the accused.
5. Justify the rights to protect the rights of the victim and the law enforcement officer in an arrest situation.
6. Describe ways which an individual can protect his rights.
7. List certain situations where you can't do what you want on your own property and reasons why (zoning).

Topics For Discussion

1. What is a right?
2. What is a privilege?
3. What is private?
4. What is freedom of choice?
5. Discuss ways you can change laws.
6. What rights do you have as a student?
7. What rights do you have in your home?
8. What rights do you have as a citizen?
9. Do you sacrifice all your rights when you break a law?
10. Discuss trespassing and what posted property means.
11. Discuss "A Child's Bill of Rights".

PUBLIC RIGHTS AND PRIVILEGES

PUBLIC

Suggested Activities

1. Read and paraphrase the "Bill of Rights". What does it mean to you?
2. Compare the ways laws are made and changed in a:
   a. monarchy
   b. dictatorship
   c. democracy
   d. classroom
   e. school board
   f. athletic event
   g. church
   h. corporation
   i. gang
3. Paraphrase the "Pledge of Allegiance".
4. Chart the difference between civil and criminal law. Invite a lawyer to your class.
5. Chart the distinctions between rights and privileges. Example: voting-fishing.
6. Contrast the laws between military and civilian and in different countries.
7. Draw up a classroom "Bill of Rights".
8. Demonstrate the manner in which various groups make or alter laws.
9. List reasons which create conflict in societies.
10. Research the cost of a false alarm and a false bomb scare. What are the penalties?
11. How are rules and laws evaluated?
12. What makes a law a good law?
13. What makes a law a bad law?
14. Provide examples of how our society reinforces acceptable behavior (ex: driving at age 16; drinking at age 18).
15. Role play a situation of abuse of authority by an authoritarian figure.
16. Role play situations where people are denied their rights because of their sex (ex: job discrimination). Reverse the role—boys play the role of girls; girls play the role of boys.

Topics For Discussion

1. What is a right?
2. What is a privilege?
3. What is public?
4. Discuss ways you can change laws.
5. Discuss the rights which protect you.
6. Discuss how society reinforces acceptable behavior.
7. Discuss ways, because of apathy and lack of involvement, a society reinforces unacceptable behavior.
8. What is an acceptable means of protest? Discuss what would not be acceptable means.
9. Does the punishment always fit the crime? Example: shooting a deer out of season to feed a starving family.
10. Can society demand you to do something against your personal beliefs? Example: military commitment.
11. Do you sacrifice all your rights when you break a law?
12. Discuss the rights of the handicapped.
13. Discuss the rights of senior citizens.
14. Research and discuss rules governing property in different countries.
15. Discuss "A Child's Bill of Rights".

NO Smoking

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REASONS FOR LAWS
RESPECT—RIGHT & WRONG—OBLIGATION—FREEDOM
Grades 4-5-6

By student interaction, the student will demonstrate an ability to investigate, right, wrong, obligation and freedom.

REASONS FOR LAWS—RESPECT

RESPECT

Suggested Activities

1. Bring in pictures of the statue of justice and list the symbolic features (the blindfold, the scale, the sword).
2. Have students plan a "Protect Private Property Day".
3. Have students plan an "Individual Rights Day".
4. Have students research the origin and the changes in the Pledge of Allegiance to the Flag of the USA. Have them write essays on the significance of the Pledge and why or why not it should be a part of every school day's exercise.
5. Have students research the development of the right to own private property in English history. Have them research conditions in African and South American nations as a comparison.
6. Have students research the various aspects of environment, pollution and ecology in the neighborhood. Have them prepare papers on:
   a. What is the extent of the problem?
   b. How can it be corrected?
   c. How much is it going to cost?
   d. Who is doing what about it?

Topics For Discussion

1. Discuss the honor system.
2. Is it necessary to be a thinker to govern one's self?
3. What does "Respect" mean to you?
4. Discuss ways to earn respect.
5. Discuss ways one loses respect.

RIGHT AND WRONG

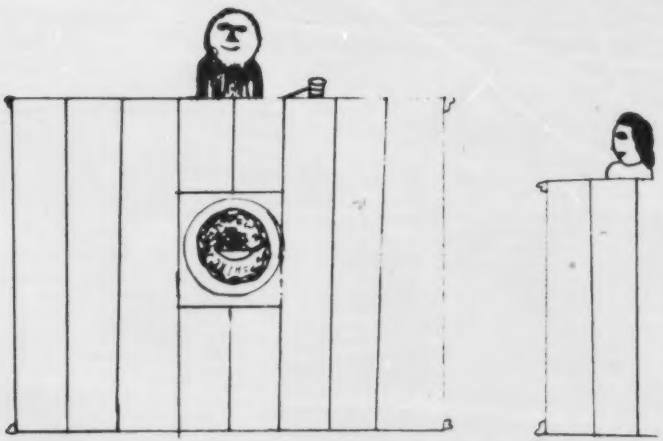
Suggested Activities

1. What is your obligation to your employer?
2. What is your employer's obligation to you?
3. Using real life situation, identify authority figures who have the power to determine "right" and "wrong".
4. Is it O.K. to shout "Fire", when there is no fire?
5. Research changing concepts of "right" and "wrong".
6. Research kinds of punishments.

Topics For Discussion

1. Discuss the honor system.
2. Discuss how different penal institutions differ in function.
3. For what offenses would a convicted person lose his life?
4. For what offenses would he lose his liberty (imprisonment)?
5. For what offenses would he lose his freedom from involuntary servitude (sentenced to hard labor)?
6. For what types of offenses would he lose his civil rights (library has this information—also, lawyers, judges)?

Courts give us justice



OBLIGATION

Suggested Activities

1. Invite the manager of the local radio station to talk to the class about the media's policies regarding objective presentation of the news.
2. Center a discussion around the importance of words. Point out that words are a form of attack. Have students research examples of the use of freedom words to deceive people (ex: people's liberation army).
3. Draw a cartoon of two stick figures on the blackboard, one holding down the other. Ask students, "Which of the figures is free?" They will usually respond "The one on the top." Then it can be pointed out that neither is really free as the one on top cannot relinquish his hold on the other.
4. Ask students to write essays giving opinions on whether the Federal government should be protector or provider or both.
5. Have students write essays to answer, "Should people who pay tuition to have their children attend private or religious school also pay taxes for support of the public schools?" "Should they have some tax relief?" "Are their freedoms restricted under existing laws?"

Topics For Discussion

1. Is it one's obligation to vote?
2. Are you obligated to be a good samaritan?
3. Are you obligated to prevent another from harming himself or harming another person?
4. Is government control needed if all people practice self-control?
5. What is your obligation to your employer?
6. What is your employer's obligation to you?

FREEDOM

Suggested Activities

1. Ask students to write short papers on their concept of freedom.
2. Have students do a bulletin board centered around freedom (slogans, cartoons, quotations).
3. Center a panel disucssion around the symbols of American freedom:
   a. the Flag
   b. the Liberty Bell
   c. the Eagle
   d. the Great Seal
   e. the Statue of Liberty
4. Have students research the state laws on libel and slander.
5. Examine daily newspapers and broadcasts for examples of freedom of speech which impinge upon the rights of others.
6. Have students conduct a "Roving Reporter" campaign asking family and friends, "What does freedom mean to you?" Post these reports on bulletin boards.
7. Draw a cartoon of two stick figures on the blackboard, one holding down the other. Ask students, "Which of the figures is free?" They will usually respond "The one on top." Then it can be pointed out that neither is really free as the one on top cannot relinquish his hold on the other.
8. Center a panel discussion around documents of freedom such as:
   a. The Mayflower Compact
   b. The Declaration of Independence
   c. The United States Constitution
   d. The Emancipation Proclamation
   e. The Gettysburg Address
   f. Virginia Declaration of Rights
   g. Fundamental Orders of Connecticut and others
9. Have students research the origin and the changes in the Pledge of Allegiance to the Flag of the USA. Have them write essays on the significance of the Pledge and why or why not it should be a part of every school day's exercise.
10. Have students research the development of the right to own private property in English history. Have them research conditions in African and South American nations as a comparison.

Topics For Discussion

1. Is it one's obligation to vote?
2. Are Americans free to choose their place of work without restrictions of any kind? (pg. 6—*The Many Faces of Freedom*).
3. Did the early Pilgrim settlers start out with a democratic form of government in 1620 when they landed?
4. Is it necessary to be a thinker to govern one's self?
5. What would our country be like today if we had not won our independence from Great Britain? After discussion, have students write a paper pretending that Americans are still subjects of England at the present time.

6. Discuss the meaning of Patrick Henry's famous statement, "I know not what course others may take, but as for me, give me liberty or give me death." In studying these words, direct thought to the truth that Henry did not propose a law to impose his will on everyone; on the contrary, he respected each person's freedom to follow the dictates of his conscience.
7. Discuss in groups or as a class, the incongruity of freedom of the individual and compulsory school education.
8. Appoint a committee to investigate the state laws which limit a person's freedom.

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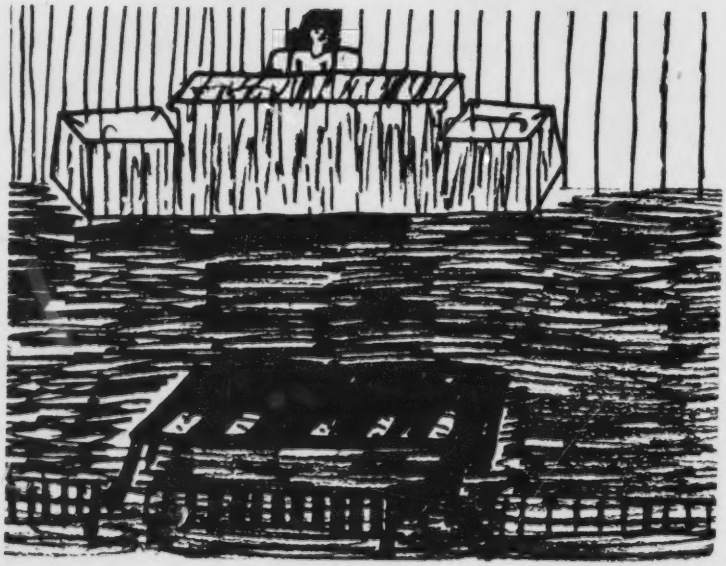
JUSTICE



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JUSTICE

Justice in the true sense of "conformity in conduct or practice to the principles of positive law; regard for or fulfillment of obligation",[1] is evident throughout this curriculum. However; justice is also "the administration of law and the forms and processes by which it is made effective".[2] For this reason; this brief judicial structure is included.

Realizing teachers are best qualified to determine the extent of instruction, teachers will pattern the instruction to the comprehension level of the students. Teachers need not feel restricted. Multiple exposure is a method providing for reinforcement.

[1] Funk & Wagnalls International Unabridged Dictionary.
[2] Ibid.

BASIC PRECEPTS FOR OUR SYSTEM OF JUSTICE

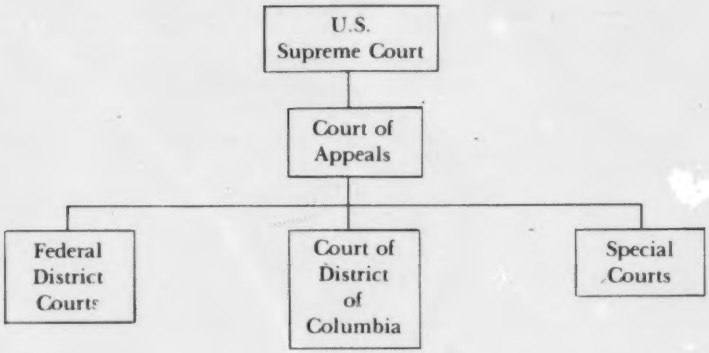
1. English Common Law
2. Mayflower Compact
3. Colonial Charters and Documents
4. Declaration of Independence
5. Articles of Confederation
6. State Constitution
7. United States Constitution
   —Bill of Rights—

AMERICAN STATE GOVERNMENT

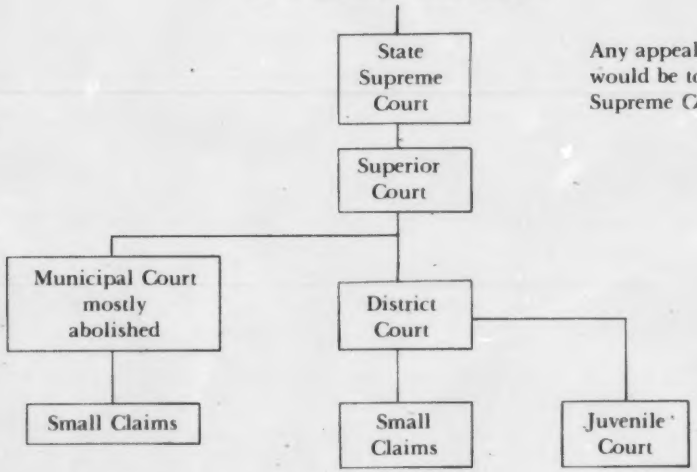
The United States of America is a Federal Union of fifty commonwealths or "states". It has been defined as "an indestructible union of indestructible states". Two classes of government are created or recognized by the Constitution; the national or "Federal" government and the state governments. Back of both of these governments is the nation, with its political sovereignty in the entire people.

State government is older than the Federal government, which was created by the bestowing upon it of powers previously existent in the states. These powers are definitely prescribed by the Federal Constitution. All powers not given to the Federal government are reserved to the states. The constitutional arrangement gave to the modern world its first expression of "federalism".

FEDERAL COURT SYSTEM



NEW HAMPSHIRE SYSTEM



Any appeal from here would be to the U.S. Supreme Court

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FEDERAL

The best known Federal Law Enforcement Agency is the Federal Bureau of Investigation (FBI). The Functions and Duties include:

1. Gathers and reports facts; does not draw conclusions or prosecutes.
2. Has jurisdiction over about 185 investigative matters, falling into two groups: criminal and domestic intelligence operations.
3. Provides cost-free services to other law enforcement agencies.
4. Maintains world's largest collection of finger prints.
5. On request, will assist municipal, county and state law enforcement agencies.
6. Maintains FBI National Academy at Quantico, Virginia, for advanced instruction to selected law-enforcement officers.
7. Maintains National Crimes Information Center and a FBI Laboratory.
8. FBI technicians provide expert testimony in local courts.
9. Keep huge national files on such subjects as fraudulent checks, tire treads, automotive paint, and a firearms collection.
10. Has a computerized information system of more than 4 million wanted or convicted criminals, automobiles and other stolen property with telecommunication links to central offices throughout the U.S.
11. Issues special publications on aspects of crime and law enforcement.

Special agents (FBI) are selected as follows:

1. Applicants must be United States citizens between 25 and 35 years of age, at least 5 feet, 7 inches tall, and in excellent physical condition.
2. Must be graduates of accredited law schools or four year accounting schools with at least one year of practical accounting experience.
3. The FBI also considers applicants holding Bachelor's Degrees in physical sciences or degree holders with a fluency in a foreign language, as well as persons with four year degrees and three years of professional, executive, investigative or other specialized training.

Other Federal Law Enforcement Agencies include, "Secret Service" and the "Bureau of Alcohol, Tobacco and Firearms", both of which operate under the Treasury Department. The Bureau of Narcotics and Dangerous Drugs operates under the Justice Department.

Each branch of the Armed Forces has its own Law Enforcement Agency. Each Federal District Court has a U.S. Marshall (and his Deputies) who not only takes charge of persons charged with Federal Crimes, but also are called upon to go to other states from time to time to lend assistance. For example: race riots and school busing problems.

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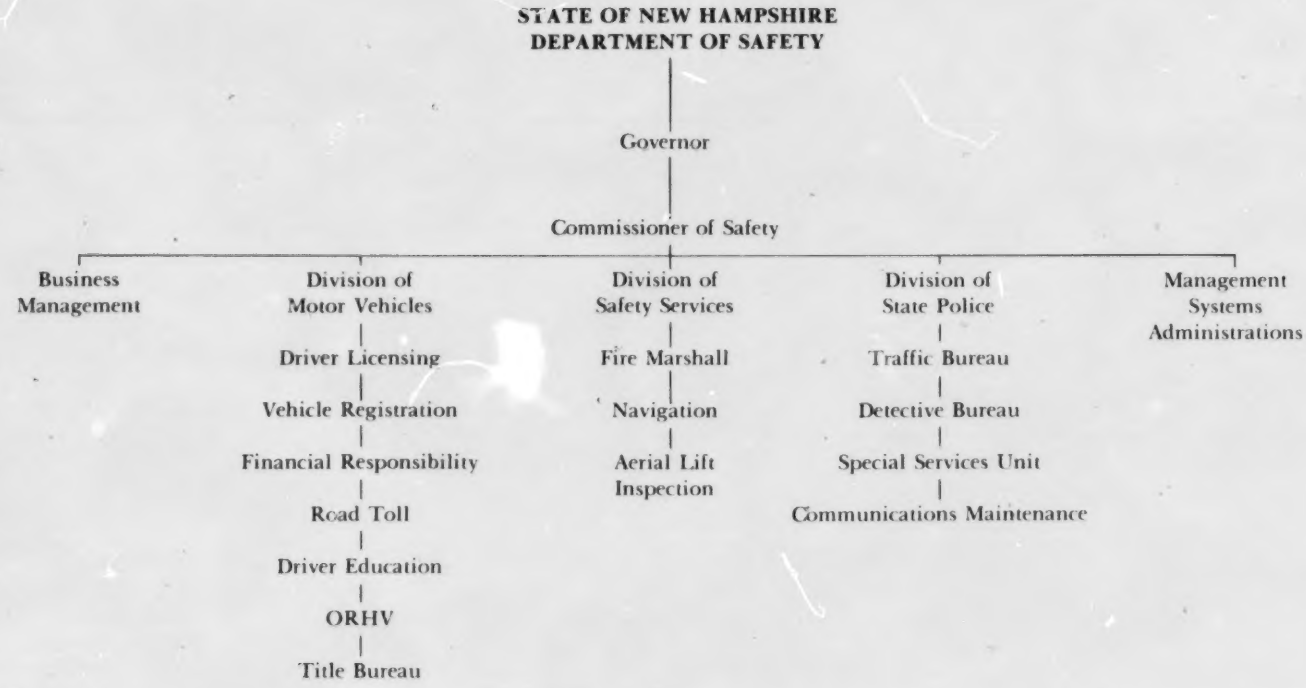

STATE OF NEW HAMPSHIRE
DEPARTMENT OF SAFETY
Governor
Commissioner of Safety
Business Management
Division of Motor Vehicles
Driver Licensing
Vehicle Registration
Financial Responsibility
Road Toll
Driver Education
ORHV
Title Bureau
Division of Safety Services
Fire Marshall
Navigation
Aerial Lift Inspection
Division of State Police
Traffic Bureau
Detective Bureau
Special Services Unit
Communications Maintenance
Management Systems Administrations

STATE POLICE

Selection

The recruitment process consists of a written and oral examination, the combination of which adds up to a final mark.

Qualifications

Age: Must be at least 21 years of age, but must not have passed his 30th birthday on the date of appointment (will be permitted to take written examination if candidate will be 21 years of age within six months of written examination date).

Height: Minimum of 5 feet 9 inches (stocking feet).
Maximum of 6 feet 6 inches.

Weight: Minimum weight of 150 pounds; also, the height and weight must conform to the scale established by current standards. Good physical condition, strength and agility are a prerequisite.

Eyesight: Must be at least 20/40 in each eye uncorrected; correctable to 20/20.

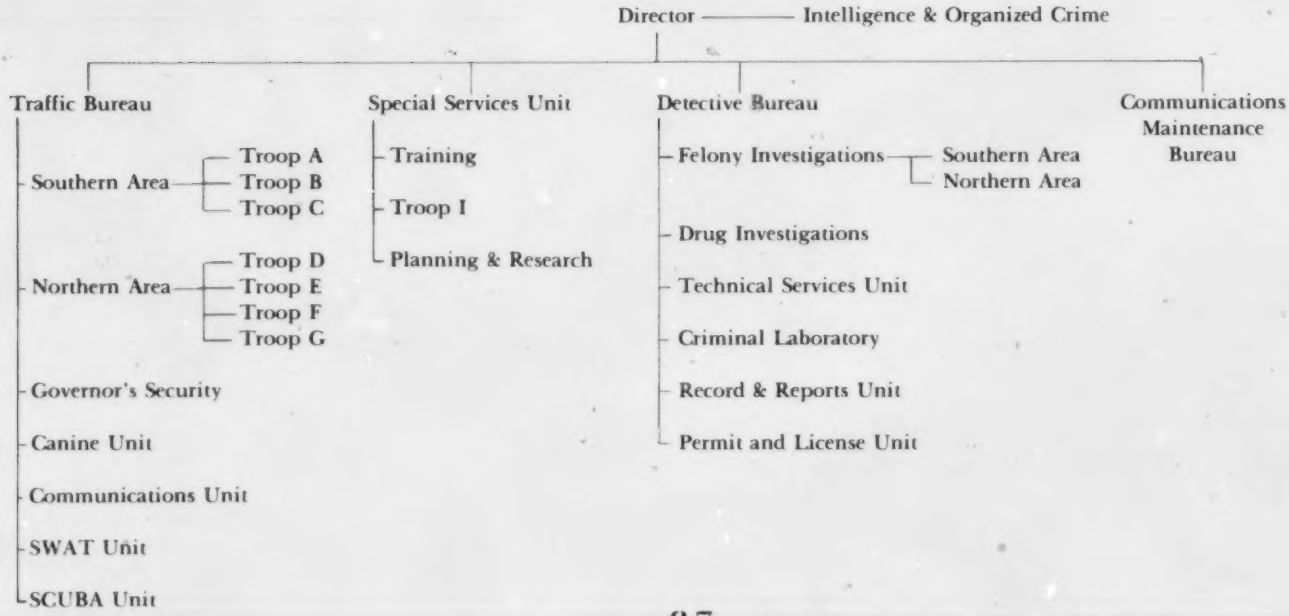
General Requirements

1. No speech impediment, good teeth and/or dentures, normal uncorrected hearing, no disfiguring scars or marks, no amputations that would affect work being assigned, a conviction-free record of serious offenses, must be able to pass a basic swimming test of 50 yards free style, must obtain a New Hampshire driver's license before appointment.
2. Must have completed a four year high school course and possess a high school diploma or equivalency certificate.
3. During the probationer's first year, a successful completion of the New Hampshire Police Recruit Academy is a prerequisite for continued employment.

Functions and Duties

1. Work throughout the state.
2. Patrol the highways.
3. Enforce the highway traffic laws and regulations.
4. Enforce motor vehicle laws and report all violaitons to the Director of Motor Vehicles.
5. Enforce all criminal processes and make arrests under proper warrants in all counties.
6. Services to localities are rendered only upon order of the governor unless violence has occurred.
7. Have authority to take finger prints

NEW HAMPSHIRE STATE POLICE
Table of Organization



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SHERIFF'S DEPARTMENT

The High Sheriff of a County in New Hampshire is elected biennially by the voters within the county and he personally may appoint as many deputies as he thinks proper (and the budget, as approved by the county delegation, will allow) and each deputy, so sworn, then serves at the pleasure of the Sheriff. The Sheriff is a constitutional officer of the court and his duties are threefold:

SHERIFF

CIVIL JUDICIAL CRIMINAL

DISPATCH CENTER

Civil deputies serve writs and orders of Court, make real estate attachments, trustee processes, take physical possession of personal property, and to make similar civil services.

On the judicial level, the Sheriff is responsible for the opening sesison of Superior Court and he and/or his bailiffs must give special attention to order and security in the court room.

The Sheriff is the principal conservator of the peace and he and his deputies have throughout the state (RSA 104:6) the same power and authority to serve criminal or civil processes, investigate crimes and to pursue and apprehend criminals that have in their respective counties. This includes murder, burglaries, etc.

Another service offered by the Sheriff's Department in Strafford County is the 24 hour dispatch center which serves the towns of Barrington, Milton, Strafford, New Durham, Farmington, Middleton, and Rollinsford, as well as the volunteer ambulance crews from Farmington and Milton.

In some counties, the Sheriff is in charge of the jail, but in Strafford County, this is the commissioners' responsibility, with the Sheriff assisting in an emergency and the Sheriff's Department handling the transporting of prisoners between the courts and jail.

LOCAL POLICE OFFICER

Selection (Locally by Commission)

1. May be appointed by vote at annual town meeting or as "special police officer" by selectmen, in which case, serves at pleasure of selectmen.
2. May be removed by selectmen for due cause.
3. Selectmen may designate an appointed police officer as police chief or superintendent. He then supervises any other police officers appointed by town or selectmen.

Functions and Duties

1. Serves in the detection and conviction of criminals, in crime prevention, and in preservation or order on public or special occasions.
2. Women appointed as police matrons have all the powers of police officers.
3. Make regulations for public automobiles and cars in any street, lane or alley.
4. Makes regulations concerning height, position of any awning, shade or fixtures in front of or near a building.
5. Regulations established by police officers cannot take effect until approved by selectmen, recorded by town clerk and/or published in some newspaper printed in town or posted in two or more public places.
6. May be delegated by selectmen, upon application of any person or persons, to attend a public dance, carnival, or circus if officer's services are paid for by applicant. Officers must be in attendance at such functions.
7. May arrest any person he finds committing any disorder, disturbance, crime, or offense.

Reference—RSA - 41:47 and 105:1-12

Local Police in some cities and towns have one or more Juvenile Officers, whose duties are to prevent offenses by persons under the age of 18 and to present to the Court petitions alleging Juvenile Delinquency and prosecute same.

JUSTICE

Grade Four

Suggested Activities

1. Make an organizational chart of the local police force and their duties.
2. Interview a police officer.
3. Visit the police station.
4. Set up a safety traffic patrol in your school.
5. Simulate an arrest situation.
6. Research the rights of an individual and the rights of an officer in an arrest situation.
7. Describe the role science and technology play in police work:
   a. Finger printing
   b. Dust for finger prints
   c. Plaster casting of tire treads
   d. Plast casting of foot prints
8. Make a list of the qualifications of a policeman and a sheriff.
9. Investigate how a policeman gets promoted (competitive exam).
10. Research police-community activities.
11. Examine a police log.
12. Visit the local police communications center.
13. Talk to the police training officer.
14. Investigate higher levels of law-enforcement agencies.
15. Obtain a copy of the 10-code.

Topics For Discussion

1. Discuss ways in which you can be a police helper.
2. Why is the policeman your friend?
3. Why do policemen direct traffic?
4. Discuss the consequences of a bomb scare.
5. Discuss the consequences of a false alarm.
6. Why are speeding violations enforced (police protecting the offender).
7. Is ignorance of the Law an excuse?

JUSTICE

Grade Five

Suggested Activities

1. Investigate higher forms of law enforcement agencies (sheriff, state, federal).
2. List the duties and jurisdiction of the sheriff's office, state police and FBI. Assign different groups to do the research.
3. Research the history of the FBI.
4. Research the training and qualifications for state police and FBI agents.
5. Describe the investigative procedures of the FBI, state police and the sheriff's office.
6. What part do law enforcement agencies play in courtroom procedures?
7. Research the kind of advanced technology used by higher law enforcement agencies.
8. Conduct a mock trial.
9. Visit a court in session.
10. Distinguish between civil and criminal cases.

Topics For Discussion

1. When can a police officer use his gun?
2. Discuss why a policeman is investigated when he uses his gun.
3. Who polices the police?
4. When is a policeman not a policeman? (Is a policeman a policeman when he is off duty?)
5. Can juveniles be questioned without the presence of a parent or an adult?
6. Under what conditions can a policeman make an arrest?
7. Discuss how your rights were insured under the Miranda decision.
8. Is ignorance of the Law an excuse?

JUSTICE

Grade Six

Suggested Activities

1. Research how local, state and federal police agencies work together.
2. List other law enforcement agencies in America:
   a. Military Police
   b. Coast Guard
   c. Harbor Patrol
   d. Secret Service
   e. U.S. Marshalls
   f. Security Guards
   g. Private Investigating Agencies
   h. National Guard
   i. Others
3. Investigate the role of International Law—example:
   a. Customs
   b. Border Patrol
   c. Immigration
   d. 200 mile off shore limit
4. Divide the class into groups and research law enforcement systems in other countries.
5. Investigate and report on special law enforcement agencies:
   a. Postal Inspectors
   b. Treasury Agents
   c. Forest Rangers
   d. Public Utilities Commission
   e. Internal Revenue
   f. Game Wardens
   g. Weights & Measures
6. Identify police hierarchy, officers, detectives, juvenile officer, etc.
7. Conduct a mock trial.
8. Visit a court in session.
9. Identify the more common crimes and the punishment imposed.
10. Determine the types of cases heard on the State Level and on the Federal Level.
11. Research how court procedures differ for juveniles.

Topics For Discussion

1. Review a TV police show and distinguish between *fantasy* and *reality*.
2. Discuss the reaction of people who enforce the law.
3. Discuss some of the myths surrounding policemen.
4. Discuss a local crime after:
   a. checking the police log
   b. checking the police report
   c. checking the newspaper stories
5. Discuss what procedures a policeman uses in the arrest and detention of a juvenile.
6. Discuss derogatory names for the police and the reasons for them.
7. Discuss Due Process.
8. Is ignorance of the law an excuse?
9. Does the punishment always *Fit The Crime*?

CONFLICTS WITHIN THE LAW

Grades 4-5-6

Suggested Activities

1. Research local laws not generally known and ambiguous laws such as:
   a. car-towing
   b. parking certain distance away from a corner
   c. seasonal laws
   d. fast changing laws
   e. varying laws—ones which change from state to state, town to town—but covers the same law
2. Research police procedure—judicial procedure.
3. Research high cost of obtaining justice.
4. Reseasrch back-log of court cases (delay in hearings).

JUDICIAL REFORM

Grades 4-5-6

Suggested Improvements

1. Eliminating the power of money in court proceedings.
2. An alternative to the politicial appointment of judges.
3. Re-examining the part media plays in court cases.
4. Maintaining a consistent system of law enforcement and judgments.
5. Speed-up court hearings.
6. Refine legal powers of law enforcement agencies.

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KIT COMPONENTS

Grades 1-2-3

APPLICATION AND GRADE LEVEL

I. **RESPONSIBILITY TO LAW**

Filmstrips—Values

- The Trouble With Truth
- That's Not Fair
- You Promised
- But It Isn't
- What Do You Do About Rules

Filmstrips—Guidance

- How Do You Know What Others Will Do
- How Can You Work Things Out
- How Would You Feel
- How Do You Know What's Fair

Filmstrips—Social Reasoning

- Guess Who's in a Group
- What Do You Expect of Others
- What Happens Between People
- Who Do You Think You Are
- You Got Mad: Are You Glad

Cassette Learning Packages

- Making and Keeping Friends
- Honesty
- Respect
- What Are Values

Books

- Sad Day—Glad Day
- Hating Book
- Free To Be You and Me (Album & Book)
- That's What Friends Are For! (Book & Record)
- Rich Cat—Poor Cat (Book & Record)
- Aesop's Fables
- Tale of Peter Rabbit
- Mine

II. **RIGHTS & PRIVILEGES OF LAW**

Sound Filmstrip

- Noisy Nancy Norris

III. **REASONS FOR LAWS**

Films

- Why We Have Elections
- Why We Have Taxes
- Why We Have Laws
- Why We Need Each Other

Books

Shiver, Gobble, and Snore
The Thief Catcher

IV. **JUSTICE**

Books

Someone Always Needs Policeman

Masters

Our Friend the Police Officer

Pictures

Children and The Law Teaching Pictures

Cassette Learning Packages

Law Enforcement

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KIT COMPONENTS

Grades 4-5-6

APPLICATION AND GRADE LEVEL

I. **RESPONSIBILITY TO LAW**

Filmstrips—Values

The Trouble With Truth
That's Not Fair
You Promised
But It Isn't Yours
What Do You Do About Rules

Filmstrips—Guidance

How Do You Know What Others Will Do
How Can You Work Things Out
How Would You Feel
How Do You Know What's Fair

Filmstrips—Social Reasoning

Guess Who's In A Group
What Do You Expect of Others
What Happens Between People
Who Do You Think You Are
You Got Mad: Are You Glad

Cassette Learning Packages

Making and Keeping Friends—Honesty; Respect; What Are Values

Filmstrip Set—Exploring Moral Values

Book and Album

Free To Be You And Me

Books

Durango Street
My Dad Lives in A Downtown Hotel
Irma's Big Lie
What Makes Me Feel This Way
Leap Before You Look
Boys and Girls Book About Divorce
Aesop's Fables
My Brother Stevie

Cassette Learning Packages

Declaration of Independence—The Constitution

Sound Filmstrips—Law & Justice

What Are Laws; The Basis For Liberty; Enforcing the Law; The Law and the Courts; Responsibilities of Freedom; the Challenge of the Future

Game—Generation Gap

Filmstrip Set—Me, Myself and Drugs

II. **RIGHTS & PRIVILEGES OF LAW**

Booklets

People and the City Series
Crime and Safety
You've Been Arrested
Who Needs School
Struggle For Change
Buyers Beware

Game

Neighborhood Game; Micro-Community - 2 Game

Booklets—Understanding The Law

About Law
The Constitution
The Bill of Rights
The Law and You
Your Legal Rights
Your Lawyer

Booklets—Juveniles and the Law

Masters and Transparencies—The Constitution Parts I & II

Transparencies—The Bill of Rights

Books

Save the Mustangs
We Will Be Heard

III. **REASONS FOR LAW**

Films

Why We Have Elections; Why We Have Taxes; Why We Have Laws; Why We Need Each Other

Cassette Learning Packages—Declaration of Independence; The Constitution

Sound Filmstrips—Law & Justice

What Are Laws; The Basis for Liberty; Enforcing the Law; The Law and the Courts; Responsibilities of Freedom; The Challenge of the Future

IV. **JUSTICE**

Booklets—U.S. Judicial Ssytem

Sound Filmstrips Sets

People at Work: Enforcing the Law; The Teenager and the Police; Law and Justice for Intermediate Grades; Law in American Society Foundation (Foundations of Justice)

Books

You Be the Judge
Case of the Marble Monster

Games

Police Patrol Game; Innocent Until Game

Cassette Learning Packages—Law Enforcement

RESOURCE MATERIALS FOR TEACHERS

Shaftel, Fanny. *Role Playing for Social Value*, New Jersey: Prentice Hall, 1967.

This teacher resource presents an in-depth look at the value and the results of using role-playing in the classroom. The book contains a wealth of ideas on how to effectively supplement this activity in a variety of situations, especially in the area of value dilemmas. Chapter titles include, Problems and Challenges of Our Time; New Dimensions for Education; Education for Citizenship; Guidance Functions of Role Playing; Role-Playing-The Process; Role Theory; Dramatic Play; etc. The last four chapters of this book are devoted to actual role playing situations.

Last, Jack. *Everyday Law Made Simple*, New York: Doubleday & Co., Inc., 1954.

This teacher resource is intended to help you in legal well being, to make you aware of your legal rights and responsibilities in everyday life and to recognize the situations when you should seek professional help.

Learning Magazine. "Starting Points Poster Units--, Maple Plain, MN: Learning Magazine, 1974.

Complete poster units include two study prints (back to back); project sheet for levels K-6, and a resource list for teachers. Titles include, Human Rights and the Law, Peace and Conflict, and We're Free.

Learning Magazine. "Resolving Classroom Conflict", Maple Plain, MN: Learning Handbooks, 1974.

This teacher resource is loaded with practical suggestions for ending classroom conflict among students and between teacher and student. It will help you to create a classroom where cooperation, communication, self-discovery and awareness will grow.

Learning Magazine. "Developing Individual Values in the Classroom", Maple Plain, MN: Learning Handbooks, 1974.

This teacher resource presents a practical approach to help every student understand who he is, who he'd like to be and how to become more like his ideal self. It provides down to earth activities, teaching strategies and procedures to help teachers develop every child's own values.

Crump, Peggy & Reichner, Morgan. *The Many Faces of Freedom*, Greenwich, Connecticut: Devin-Adair Company, 1972.

This book prepared in cooperation with the National School Committee for Economic Education, was designed to help teach young Americans what they have so that they will not, through ignorance, lose a priceless heritage. It emphasizes "The Many Faces of Freedom" from the founding fathers of our country to people who have interpreted freedom for their own purposes, such as Hitler, Stalin and others. The book is filled with activities dealing with all levels of freedom such as freedom under law, free speech and press, economic freedom, governmental freedom, etc.

Many additional sources are listed and items for reproduction are included.

Notebook of legal documents. Prepared by members of the Rochester Law Committee. Included are warrants, subpoenas, summons, etc.

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Kuhn, Ferdinand. *The Story of the Secret Service.* Random House, 1957. Intermediate.

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Zaffo, George J. *Your Police.* Garden City Books, 1956. Intermediate.

ALPHABETICAL AUTHOR AND/OR TITLE OF KIT COMPONENT MATERIALS WITH DESCRIPTIONS

Aesop. *Aesop's Fables.* New Jersey: Scholastic Books, (Grade 3-6).

Bill Of Rights Transparency Set. Culver City, California: Social Studies School Service. (Grade 4-6).

A set of 13 transparencies with multi-colored overlays devoted to the examination of basic human rights in our democracy. Reveals the meaning and defined applications of fundamental American liberties, showing how these explicit constitutional protections form the cornerstone of what we mean by freedom.

Donham. *Durango Street.* New Jersey: Scholastic Books, (Grade 6).

A black boy's struggle against gang life in a ghetto, and a youth worker's efforts to help him.

Brink. *Irma's Big Lie.* New Jersey: Scholastic Books. (Grades 4-6).

To win friends, Irma claims that she owns the biggest doll in the world.

Brown, David. *Someone Always Needs a Policeman.* New York: Simon & Schuster, 1972. (K-3).

The humorous illustrations give delightfully lighthearted but authentic information concerning the career of a policeman and policewoman in a community.

Carroll, Sidney B. *You Be The Judge.* New York: Lothrup, Lee & Shepard Company, 1971. (Grade 3-6).

Using thirteen famous legal cases, Mr. Carroll asks the reader to come to his own decision on what is fair. Great role playing ideas.

Channing Bete Co. Booklets, Various Titles, Greenfield, Mass.: The Channing Bete Co. (Grade 4-6).

The following booklets are easy to read and easy to understand. Using charts, humorous illustrations and simple language, these booklets are very effective teaching tools for small group instruction in particular. They are also a very valuable teacher resource.

1. About Law
2. The Constitution
3. The Bill of Rights
4. U.S. Judicial System
5. The Law & You
6. Your Legal Rights
7. Your Lawyer

Clark, Todd. Classroom Simulation Games. Culver City, California: Social Studies School Service, various dates.

1. *Police Patrol Game:* A simulation in which students explore their attitudes toward police and authority, while broadening their knowledge of the policeman's job. Designed to increase student understanding of the complexities of law enforcement and the anxieties, pressures and fears which affect policemen. (Grade 6) 20-35 players.
2. *Innocent Until Game:* A role play simulation which recreates the courtroom drama of a trial by jury. The case involves the death of a star high school athlete killed by a drunk driver. (Grade 6) 24-32 players.
3. *Neighborhood Game:* A board game for 4-12 students, who work in four teams to build the ideal community. (Grade 4-6).
4. *Generation Gap Game:* Simulates the interaction between a parent and an adolescent son or daughter with respect to certain issues on which they may have opposing attitudes. (Grade 6) 4-10 players.

5. *Micro-Community 2 Game:* A simulation showing the operation of a democratic, free enterprise system, designed to correlate with classroom academic subjects over an entire school year. (Grade 4-6).

Clymer. *My Brother Stevie.* New Jersey: Scholastic Books. (Grade 4-6).
Moving story of a 12 year old boy and his sister's efforts to save him from delinquency. (Teacher's Guide accompanies each set of booklets).

Coronet. *The Teenager and the Police.* Sound Filmstrip Series. Chicago: Coronet Instructional Materials, 1973. (Grade 6).
These filmstrips explore the opinions and attitudes of teenagers and policemen toward each other and themselves. Filmstrip titles include:

1. The Confrontation
2. Myths & Realities
3. The Two Faces of Law Enforcement
4. Law & Order: So Who Needs It?

Crump, Peggy & Reichner, Morgan. *The Many Faces of Freedom.* Greenwich, Conn.: Devin-Adair Company, 1972.
This book prepared in cooperation with the National School Committee for Economic Education was designed to help teach young Americans what they have so that they will not, through ignorance, lose a priceless heritage. It emphasizes "The Many Faces of Freedom" from the founding Fathers of our country to people who have interpreted freedom for their own purposes, such as Hitler, Stalin and others. The book is filled with activities dealing with all levels of freedom such as freedom under law, free speech and press, economic freedom, governmental freedom, etc. Many additional sources are listed and items for reproduction are included.

Cuban, Larry. *People and the City Streets.* New Jersey: Scott Foresman & Company, 1974. (Grade 6).
Each 48-page booklet in this series explores an aspect of city living. Through people centered readings, students take a realistic look at situations many of them must cope with and at possibilities for improving city life. Titles in the kit include:

1. Crime & Safety
2. You've Been Arrested
3. Who Needs School
4. Struggle for Change
5. Buyers Beware

Cutler, Charles & Schwach, Howard. *Juveniles and the Law.* Columbus, Ohio: Xerox Education Publications, 1975. (Grade 6).
This booklet covers such topics as: A Joy Ride Leads to Trouble, Special Courts for Children, You're Suspended—Can You Argue Your Case, What the Court Said About Hair, Off the Street by Midnight, How the Law Helps Young People, A Day Without Law, etc.

Edmonds. *Case of the Marble Monster.* New Jersey: Scholastic Books. (Grade 3-6).
Seventeen highly amusing stories featuring the wise and witty decisions of a judge in the 18th Century in Japan.

Gaeddert, Lou Ann. *Noisy Nancy Norris.* New York: Guidance Associates. (Grade K-3).
Nancy just can't be quiet. When her hopping, thudding, and clattering bring landlady, Mrs. Muffle, to the door with an angry ultimatum, Nancy decides to reform. The result is rich comedy with children sharing easy

to discuss experiences in decision making, understanding the rights of others, discovering the satisfaction we all gain from successfully governing our behavior.

Gardner, Richard, M.D. *The Boys & Girls Book About Divorce.* New York: Bantum Books, Inc., 1971. (Grade 4-6).
A guide to divorce dealing with the emotions and problems which the children of many a divorce face. Written especially for children.

Gilleo, Alma. *Children & the Law Teaching Pictures.* Illinois: David Cook Company, 1966. (Grade K-3).

Guidance Associates. *Me, Myself & Drugs.* New York: Guidance Associates (Grade 4-6).
This filmstrip series helps middle graders begin to understand chemical, psychological effects of drugs, and the dangers of drug abuse. Children discuss drug commercials, adult example, peer influence, good and bad feelings, as they relate to drugs.

Heide. *That's What Friends Are For.* Book & Record Set. New Jersey: Scholastic Books (Grade K-3).
Theodore the elephant's funny tribulations teach him a lesson in friendship. A different musical instrument portrays each of his friends.

Ideal. *Our Friend the Police Officer.* Duplicating Masters & Pictures. Illinois: Ideal School Supply Co., 1973. (Grade K-3).

Kohlberg, Lawrence & Selman, Robert. First Things Sound Filmstrips, Values. New York: Guidance Associates, 1969. (Grade 2-5).

1. *The Trouble With Truth:* Part I. If monitor Patrick truthfully reports that rules were broken, the camp boatride is off. Part II. With Dad's wallet left at home, Debbie must lie about her age to get into the fair. Your students explore both dilemmas by relating truth to trust from others, self-esteem, and relative fairness.
2. *That's No Fair!:* Part I. In cartoon fantasyland, Eddie and Andy must decide who gets in line first for the great gift. Part II. They try to decide who keeps the single regard both earned cooperatively. Students explore criteria for resolving each issue, relate fairness to concepts of merit, need, custom, power and compromise.
3. *You Promised?:* Part I. If Holly saves the kitten, she'll break her promise to stop climbing trees. Part II. If Russell gives his city friend a promised horseback ride, he'll keep his brother from being in the horse show. Students wrestle with both of these choices by relating promises to friendship, authority, absolute vs. relative commitment.
4. *But It Isn't Yours:* Part I. Should Jason borrow a friend's equipment without asking him? Part II. Can Diane keep her brother's discarded bike now that she's repaired it? Your students approach both dilemmas by exploring rights and responsibilities associated with property, concepts of borrowing, stealing, owning vs. deserving to own.
5. *What Do You Do About Rules?:* Part I. To avoid arrest, should crime fighter Cheetah break his oath of secrecy and reveal himself as school teacher Sam Wilson? Part II. Having chosen to reveal himself, Sam stands trial before his fellow crime fighters, the Cat people. Students judge his case by examining functions of rules and laws, and criteria for punishment.

Last, Jack. *Everyday Law Made Simple.* New York: Doubleday & Company, Inc., 1954.

This teacher resource is intended to help you in legal well being, to make you aware of your legal rights and responsibilities in everyday life and to recognize the situations when you should seek professional help.

Law & Justice for the Intermediate Grades. Sound Filmstrip Series. New York: Pathescope Educational Films, Inc., 1974. (Grade 4-8).

Students become involved in real life situations in which open ended questions compel them to make value decisions related to the basic concepts of law.

Law In American Society Foundation. Foundations of Justice Sound Filmstrip Series, Columbus, Ohio: Charles Merrill Publishing Company, 1974. (Grade 4-6).

This program has been designed to help students in the intermediate grades to understand some of the basic concepts upon which our system of justice is built. It encourages students to think critically about problems they may confront, consider the facts and values involved, to hypothesize the alternative solutions to the problems and eventually arrive at plausible and just solutions.

Learning Magazine. *Starting Points Poster Units.* Maple Plain, MN: Learning Magazine, 1974.

This teacher resource presents a practical approach to help every student understand who he is, who he'd like to be, and how to become more like his ideal self. It provides down to earth activities, teaching strategies and procedures to help teachers develop every child's own values.

Mann. *My Dad Lives In A Downtown Hotel.* New Jersey: Scholastic Books. (Grade 4-6).

The sensitive story of a boy's attempt to cope when he is told that his parents are getting divorced.

Mayer. *Mine.* New Jersey: Scholastic Books (Grade K-3).

How a young boy learns what he can and cannot call his own using just two words, yours and mine.

Milliken. *The Constitution Duplicating & Transparency Books.* Parts I and II. Culver City, California: Social Studies School Service. (Grade 4-6).

Covers all aspects of the constitution utilkizing both duplicating masters and multi-colored transparencies.

Motorola. *The Club House.* Schiller Park, Illinois: Motorola Tele-programs, Inc., 1974. (Grade 4-6).

In this 16 mm film, a group of typical school kids perpetrate a typical act of vandalism on their school on a Saturday morning and later discover that a similar act has been committed against their clubhouse. Deals with problems surrounding vandalism.

New York Times. *Law & Justice in the United States.* Sound Filmstrips, New York: Teaching Resources Films, 1972. (Grade 4-6).

Filmstrips stress respect for the law, showing why peaceful observance of the law is essential for the American ideals of liberty and justice to survive. Filmstrip titles include:

1. What Are Laws?
2. The Basis for Liberty
3. Enforcing the Law
4. The Law and the Courts
5. Responsibilities of Freedom
6. The Challenge of the Future

otebook of Legal Documents. Prepared by members of the Rochester Law Committee. Included are warrants, subpoenas, summons, etc.

People at Work: Enforcing the Law. Sound Filmstrip, New York: Pathescope Educational Films, Inc., 1974. (Grade 4-8).

A career awareness program dealing with the role of law enforcement officers in today's society.

Potter. *The Tale of Peter Rabbit.* New Jersey: Scholastic Press. (Grade K-3).

Raths, Louis. *Exploring Moral Values.* Sound Filmstrip Series. New York: Warren Schloat Productions, Inc., 1969. (Grade 4-6).

A series of 15 filmstrips presenting critical situations which demand decisive action. Each situation involves the student in learning about prejudice, honesty, authority, and personal values by introducing such episodes as a Negro boy moving into an all white neighborhood; choosing teams for a baseball game; watching a thief; ridiculing a girl wearing shabby clothes, etc.

Schone, Virginia. First Things Sound Filmstrips, Guidance. New York: Guidance Associates, 1969. (Grade 2-5).

1. *Guess Who's In A Group!:* Diane and her friends meet many different groups in the park. They identify criteria for defining groups, related experiences to reasons why groups are formed and learn about group customs and rules.
2. *What Do You Expect Of Others?:* Confronted with a new youngster eager to join their group, children discover that what you expect from people (and why) strongly influences subsequent interactions.
3. *What Happens Between People?:* Moving day provides Freddy with opportunities to explore the concept of human interaction. With him, students discover the different types of interaction (physical, verbal, etc.) and the various objectives of interaction.
4. *Who Do You Think You Are?:* On the way to school, Tony discovers the excitement of exploring and defining individual identities through personal facts and figures, actions and feelings.
5. *You Got Mad: Are You Glad?:* Herb, an observer of a group conflict, steps in and calms the hostile participants. Your students explore causes, effects and expressions of hostility, behavioral choices available in conflict situations, ways to resolve conflicts.

Selman, Robert and Kohlberg, Lawrence. First Things Sound Filmstrips, Social Reasoning. New York: Guidance Associates, 1969. (Grade 2-5).

1. *How Do You Know What Others Will Do?:* The objective here is to help children predict behavior by analyzing the thoughts, feelings, and motives of others.
2. *How Can You Work Things Out?:* The objective is to help children understand perspecitve taking as a key factor in communication.
3. *How Would You Feel?:* Object involves helping children recognize and honor the feelings of others through sensitive perspective taking. For instance, will Kathy accept an ice show invitation from a new friend and risk hurting an old friend's feelings by canceling their previously planned afternoon activities?
4. *How Do You Know What's Fair?:* The objective is to help children employ perspective taking as a means of resolving ethical problems.

For instance, did Keith let Jerry win at ping pong? If he did, is that fair or unfair to Jerry?

Shaftel, Fanny. *Role Playing for Social Value.* New Jersey: Prentice Hall, 1967.

This teacher resource presents an in depth look at the value and the results of using role-playing in the classroom. The book cotnains a wealth of ideas on how to effectively supplement this activity in a variety of situations, especially in the area of value dilemmas. Chapter titles include: Problems and Challenges of Our Time; New Dimensions for Education, Education for Citizenship; Guidance Functions of Role Playing; Role Playing—The Process; Role Theory; Dramatic Play; etc. The last four chapters of this book are devoted to actual role playing situations.

Shan, Eda. *What Makes Me Feel This Way?* New York: Collier Books, MacMillan Publishing, 1972. (Grade 5-6).

This book discusses the importance of emotions influencing feelings, how parents and teachers react to their own feelings, sexual stereotyping, the fear of death, etc.

Social Studies Cassette Learning Packages. Baltimore: Media Materials, Inc., 1973. (Grade 2-6).

These packages include cassetts, student work sheets, teacher's guide, all reproducible (except cassette). The material can be used in a variety of ways and deals with general information as opposed to in depth subject matter. Titles in Kit are:

1. Making & Keeping Friends
2. Honesty
3. Respect
4. Declaration of Independence
5. The Constitution
6. What Are Values
7. Law Enforcement

Stolz. *Leap Before You Look.* New Jersey: Scholastic Books. (Grade 6).

A teenage girl matures as she learns to cope with her parents' divorce.

Thomas, Marlo and Others. *Free To Be You and Me.* Album and Book. New York: McGraw-Hill Book Co., 1972. (Grade 3-6).

A collection of stories, songs and poems which stresses individual growth and the potential of all human beings to do, be, and feel freely. The book attempts to dispel the myths which have kept both boys and girls in stereotyped, sex-defined roles.

Thompson. *Sad Day, Glad Day.* New Jersey: Scholastic Books. (Grade K-3).

Honest portrayal of a child's fears and feelings about moving to a new home.

Waber. *Rich Cat—Poor Cat.* Book & Record Set. New Jersey: Scholastic Books. (Grade K-3).

Comparisons of the lives and fortunes of two very different kinds of cats.

Weiss, Ann. *We Will Be Heard.* New York: Simon & Schuster, 1970. (Grade 4-6).

In simple language, this book contrasts violent with non-violent dissent from the story of the Pilgrims to the Kent State Tragedy.

Weiss, Ann. *Save the Mustangs.* New York: Simon & Schuster, 1974. (Grade 4-6).

This book discusses how a federal law is passed. It takes the reader behind the scenes of this pencil war, documents the bill's journey, until its signing into law.

Winn, Marie. *Shiver, Gobble & Snore.* New York: Simon & Schuster, 1971. (Grade K-3).

In this fictional story, the concept of the need for a code of laws is used.

Winn, Marie. *The Thief-Catcher.* New York: Simon & Schuster, 1972. (Grade K-3).

A simple, easily understood introduction to the economic concept of taxation for services.

Winn, Marie and Wahl, Jan. Animation by Stephen Bosustow—Basic Concepts in Social Studies Film Series. New York: Learning Corp. of America, 1971. (Grade K-3).

1. *Why We Have Elections:* A tale set in a mythical kingdom demonstrates the concept of holding elections to select government officials.
2. *Why We Have Taxes:* A community needs the services of a policeman to catch a thief but has no means to pay one. The simple idea of taxation to accomplish a common goal is born.
3. *Why We Need Each Other:* One person is often very different from another, and this story introduces the concept that those differences can be beneficial to all of us.
4. *Why We Have Laws:* Using a humorous trio of characters, this film shows why rules are necessary, and goes on to develop the concepts of laws. Based on the book, *Shiver, Gobble & Snore.*

Zolotow. *The Hating Book.* New Jersey: Scholastic Books. (Grade K-3).

A perspective story about the strong feelings aroused by a simple misunderstanding between best friends.

RESOURCES

Lincoln Library—(American Government)
The Constitution, Milliken Publishing Company, 1968
RSA-502—For Jurisdiction of District Courts
RSA-502A—Ibid
The Judicial System—Channing Bete Company
RSA-41:47 and 105:1-12

GLOSSARY

LAW RELATED TERMS

acquitted — Released; absolved; purged of an accusation; released from debts, etc.

alibi — Elsewhere in another place (means that at time of commission of crime charged in indictment defendant was at different place, so remote that he could not have committed offense).

appeal — In civil practice—The complaint to a superior court of an injustice done or error committed by an inferior one; whose judgement or decision the court above it is called upon to correct or reverse.

arraigned — To bring a prisoner to the bar of the court to answer the matter charged upon him in the indictment. He states if he be guilty or not guilty and enters his plea.

arrest — To deprive a person of his liberty by legal authority to answer a criminal charge or civil demand.

bail — To procure the release of a person from legal custody, by undertaking that he shall appear at the time and place designated and submit himself to the jurisdiction and judgement of the court.

baillif — One who is appointed to take charge of another's affairs; a protector or guardian.

bench — A seat of judgement for the administration of justice; the seat occupied by judges in courts; also the court itself.

chambers — The private room or office of a judge, any place in which a judge hears motions, signs papers or does any other business pertaining to his office when he is not holding a session of court.

contract — A promissory agreement between two or more persons that creates, modifies, or destroys a legal relation.

coroner's inquest — An inquisition or examination into the causes and circumstances of any death happening by violence or under suspicious conditions within the coroner's territory, held by the coroner with the assistance of a jury.

correctional officer — Person in authority who administers discipline or chastisement to one who has committed an offense for the purpose of curing his faults or bringing him into proper subjection.

administrator — A person to whom letters of administration, that is, an authority to administer the estate of a deceased person, have been granted by the proper court.

court clerk — An officer of a court of justice who has charge of the clerical part of its business, who keeps its records and seal, issues process, enters judgements and orders, gives certified copies from the records, etc.

court prothonotary — The title given to an officer who officiates as principal clerk of some courts.

court reporter — The person who makes an official or formal statement of facts or proceedings.

court stenographer — One who is skilled in the art of shorthand writing; whose business it is to take shorthand.

cross examination — The examination of a witness upon a trial or hearing, or upon taking a deposition, by the party opposed to the one who produced him, upon his evidence given in chief, to test its truth, to further develop it, or for other purposes.

defendant — The person defending or denying; the party against whom relief or recovery is sought in an action or suit.

defense — That which is offered and alleged by the party proceeded against in an action or suit, as a reason in law or fact why the plaintiff should not recover or establish what he seeks.

delayed punishment — To retard, obstruct, put off or postpone any pain, penalty, suffering or confinement inflicted upon a person by the authority of the law and the judgement and sentence of a court.

deliberation — The act of weighing and examining the reasons for and against a contemplated act or course of conduct or a choice of acts or means.

DWI — One conducting or operating a motor car or other vehicle while being in the mental and physical condition by drinking excessive quantities of alcoholic beverages; (driving while intoxicated).

execution — Carrying out some act or course of conduct to its completion.

fine — A sum of money paid at the end, to make an end of a transaction, suit or prosecution; penalty.

guilt — In criminal law, that quality which imparts criminality to a motive or act, and renders the person amenable to punishment by the law; the opposite of innocence.

guilty — The word used by a prisoner in pleading to an indictment when he confesses the crime of which he is charged, and by the jury in convicting.

indictment — An accusation in writing found and presented by a grand jury, legally convoked and sworn, to the court in which it is impaneled charging that a person therein named has done some act or been guilty of some omission, which by law is a public offense punishable on indictment.

injunction — A judicial process requiring a person to whom it is directed to do or to refrain from doing a particular thing.

investigation — To follow up step by step by patient inquiry or observation; to search into with care and accuracy; a legal inquiry.

jail — A prison; a building designated by law or regularly used for the confinement of persons held in lawful custody.

judges — Public officer; appointed to preside and to administer the law in a court of justice; the chief member of a court charged with control of the proceedings and the decision of questions of law or discretion.

jury — A certain number of people, selected according to law, and sworn to inquire of certain matters of fact, and declare the truth upon evidence to be laid before them.

law librarian — One who has charge of the books and appointments of the library, a building or room in which a collection of books is housed.

lawyers — A person learned in the law; as an attorney, counsel, or a solicitor; a person licensed to practice law.

legal assistant — An employee whose duties are to help his superior, to whom he must look for authority to act.

line-up — Possible suspects standing in a row, one of which may be identified by the witness to an incident.

litigation — Contest in a court of justice for the purpose of enforcing a right.

murder — The unlawful killing of a human being by another with malice aforethought, either express or implied.

no contest — To not oppose, not resist or not dispute the case made by the plaintiff.

not guilty — The form of the verdict in criminal cases where the jury acquits the prisoner.

objection — That which is, or may be, presented in opposition, an adverse reason or argument.

offense — A crime or misdemeanor; a breach of the criminal laws.

overrule — To supersede; annul; make void; reject by subsequent action or decision.

pardon — An act of grace, proceeding from the power entrusted with the execution of the laws, which exempts the individual on whom it is bestowed from the punishment the law inflicts for a crime he has committed.

parole — A conditional release; condition being that if prisoner makes good, he will receive an absolute discharge from balance of sentence, but if he does not, he will be returned to serve unexpired time.

parole officer — One to whom people on parole are responsible.

plaintiff — A person who brings an action; the party who complains or sues in a personal action and is so named on the record.

plead — To deliver in a formal matter the defendant's answer to the plaintiff's declaration, or to the indictment, as the case may be.

probable cause — Reasonable cause; having more evidence for than against.

probation — Allowing a person convicted of some minor offense (particularly juvenile offenders) to go at large, under suspension of sentence, during good behaivor, and generally under the supervision of a probation officer.

probation officer — An officer or assistant of the court to assist in the the exercise of the jurisdiction to protect the financial, social, and moral welfare of infants in their jurisdiction; or to assist in the administraiton of the probation system for offenders against the criminal law.

property — Ownership, the unrestricted and exclusive right to a thing, to possess it, to use it, and to exclude everyone else from interfering with it.

prosecution — A criminal action; a proceeding instituted and carried on by due course of law, before a competent tribunal for the purpose of determining the guilt or innocence of a person charged with crime.

reprimand — A public and formal censure or severe reproof, administered to a person in fault by his superior officer or by a body to which he belongs.

restitution — Act of restoring—restoration of anything to its rightful owner; the act of making good or giving equivalent for any loss.

revoke — To annul or make void by taking back, cancel, rescind, repeal, reverse.

rights — Powers of free action, a privilege, faculty, or demand inherent in one person and incident upon another.

robbery — Felonious taking of personal property in the possession of another, from his person or immediate presence, against his will, accomplished by means of force or fear.

summary — An abridgement; brief; also a short application to a court or judge, without the formality of a full proceeding.

summons — A notice to defendant that an action against him has been commenced and that judgement will be taken against him if he fails to answer the complaint.

suspend — Interrupt; to cause to cease for a time, to postpone.

temporary restraining order — An order to limit, confine or restrict a defendant from certain actions for a limited time until the propriety of granting an injunction can be determined.

waiver — The intentional or voluntary relinquishment of a known right.

warrant — A writ or precept from a competent authority in pursuance of law, directing the doing of an act, and addressed to the act, and offering him protection from damage if he does it.

witness — One who being present, personally sees or perceives a thing; one who testifies to what he has seen, heard or otherwise observed.

verdict — The formal and unanimous decision or finding made by a jury, impaneled and sworn for the trial of a case, and reported to the court, upon the matters or questions duly submitted to them upon the trial.

Abridged definitions

Source

Black's Law Dictionary, Definitions of the Terms and Phrases of American and English Jurisprudence, Ancient and Modern. St. Paul, Minn. West Publishing Co. 1968.

Suggestions For Using Glossary

1. Construct a c ossword puzzle.
2. Spelling bees.
3. Games using definitions.
4. Skits using terminology
5. "Who am I"—vocabulary game.